

## Unit: Studies in Information Systems PG (1003)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Studies in Information Systems PG (1016)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Managerial Economics (102)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completing this subject, students should have gained some research experience; gained an understanding of the type of information one must gather in order to apply economic theory to the real world; and understand a range of theoretical models well enough to assess their usefulness to managers in specific situations.

## Syllabus

---

This subject is designed to develop in students an ability to apply economic principles to decision problems facing managers and owners of firms. Topics include a reappraisal of market models from the perspective of a manager; game theory; methods of estimating demand; analysis of production conditions, of costs, of pricing policies, of the internal structure of the firm and of government interference in the market.

## Prerequisite

---

Macroeconomics 1 and Microeconomics 1 or Economics 1A.

## Class Contact

---

Three to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: General Mathematics G1 (1127)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

students will be expected to be able to formulate and solve mathematically a variety of real-world problems; understand rates of change and incorporate these rates appropriately into models; use matrix methods to encode systems whose state cannot be represented by a single number.

## Syllabus

---

This subject aims to present some techniques currently used on a large and complex scale in the scientific, business and administrative fields and to show how these are easy to understand and employ on a small scale. Emphasis will be placed throughout the subject on problem formulation. The solution techniques will not be developed rigorously, but rather the student's intuition will be appealed to. Topics include first order linear difference equations (applications to finance and ecology), matrices (applications demographic and Markov), systems of linear equations, graphical representation of functional relationships and an introduction to calculus applications.

## Class Contact

---

Three hours of lectures and one hour of tutorial a week.

## Prerequisite

---

Matriculation level mathematics.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: History of Sport in Society (112)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to explain the development of modern sport in the Western world by using examples of historical and cultural case studies; communicate the structures, functions and meanings attached to sport from different historical periods; and interpret the historical development of sport and its significance to their chosen professional vocations of coaching, administration or journalism.

## Syllabus

---

This subject examines the historical development of sport from the early Greeks to modern times. It combines chronological, thematic and theoretical approaches that stress the different structures, functions and meanings of sport throughout history. Historical and cultural case studies are used to highlight and understand the unique institution of modern sport in the Western World.

## Class Contact

---

One one-hour and one two-hour lectures a week.

© 2004-2019 University of Canberra

## Unit: Resources for Young People G (1165)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

See subject 001692 Resources for Young People.

## Class Contact

---

One one-hour lecture and a one and half hour tutorial a week.

## Learning Outcomes

---

See subject 001692 Resources for Young People.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Aspects of Literary Criticism PG (1224)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered (Also available in: 2005, 2006)

### Prerequisite

---

Course entry.

### Class Contact

---

Three hours a week.

### Syllabus

---

This subject will expand the student's knowledge of literary genres and styles by looking at the treatment of specific themes in the imaginative writings of authors from various cultures and eras. Poetry, drama, and fiction will be covered. Selection will be made from themes such as inter-cultural relationships, childhood, the ethic of work, ambition, power, love, guilt, alienation, responsibility, humour, grief, warfare, rituals, death. There will be in-depth study of a selected body of poetry, one novel and one dramatic work, together with extensive recommended reading and study of certain critical works.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Early Australian Literature PG (1227)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered (Also available in: 2005, 2006)

### Prerequisite

---

Course entry.

### Class Contact

---

Three hours a week.

### Syllabus

---

Students will study the literary, social, political and philosophical characteristics and preoccupations of selected works of Australian literature from the period before 1930.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Education Doctoral Thesis D PT (1257)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Syllabus

---

A candidate will be required to undertake an original research project resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study within the broad field of Education. The work will include a searching review of the literature, some experimentation or other systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered thesis demonstrating a thorough understanding of the state of knowledge in the designated area of study for the research project and the relationship of the research to the broader framework of the field of study of Education.

### Referenced Courses

---

- 208AA Doctor of Philosophy (Education)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Education Doctoral Thesis D:FT (1258)

---

**Level:** R      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Syllabus

---

A candidate will be required to undertake an original research project resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study within the broad field of Education. The work will include a searching review of the literature, some experimentation or other systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered thesis demonstrating a thorough understanding of the state of knowledge in the designated area of study for the research project and the relationship of the research to the broader framework of the field of study of Education.

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Referenced Courses

---

- 208AA Doctor of Philosophy (Education)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Social Analysis of Sport (1354)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines sport in contemporary society. It investigates the interaction between sport and class, gender, race and ethnicity as well as the links between sport and mass media, politics and the economy. These topics are discussed in relation to major contemporary theoretical perspectives of sport. The focus of the subject is primarily on Australian sport but international comparisons are utilised to understand the Australian experience in a wider context.

## Class Contact

---

Three hours of lectures a week.

## Learning Outcomes

---

At the end of the subject it will be expected that students will be able to explain the current theoretical perspectives of modern sport and justify which perspective, in their opinion, has most validity; communicate the influence of the mass media, politics and the economic principles of capitalism on sport locally, nationally and internationally; and interpret issues of race, class, gender, and ethnicity as these pertain to their chosen professional vocations of coaching, administration or journalism.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Project Evaluation (1359)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, students will have an understanding of a set of evaluation concepts that will assist them with problem solving in most professional environments along with an awareness and a critical appreciation of issues related to cost-benefit analysis. They will have the capacity to identify the limitations of several evaluation concepts and an appreciation of several evaluation projects carried out in Australia and abroad.

## Class Contact

---

Three to four hours a week.

## Syllabus

---

This subject is designed to develop an understanding of, and an ability to apply economic principles relating to project evaluation. Topics covered include the evaluation framework, decision criteria, valuation techniques, the treatment of risk and uncertainty, developing country applications and distributional analysis. The subject introduces the theoretical basis of evaluation techniques in a non-mathematical manner and discusses the practical issues of professional cost-benefit analysis in the context of public decision-making.

## Prerequisite

---

Microeconomics 1 or Economics 1A or permission of the lecturer.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Industrial Relations (1372)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject covers the following area theories of industrial conflict; forms of industrial regulation, including collective bargaining and compulsory conciliation and arbitration; the development of enterprise bargaining, the historical development of industrial relations in Australia and the role of the state, unions and employers in industrial regulation.

## Prerequisite

---

Any one of Labour Law, Sociology of Work, Human Resource Management 1 or Labour Economics, or approval of the head of School.

## Learning Outcomes

---

At the conclusion of this subject students will possess a background in, and overview of, industrial relations in Australia.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Analogue & Digital Communications (1512)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

After completing this subject, students should be able to analyse the performance of modern communication systems, and to apply the principles discussed in the subject to the design of these systems. Students will work in teams by undertaking group projects which will bring together various aspects of communication systems discussed in the subject.

## Syllabus

---

The subject is concerned partly with the study of the principles and comparison of performance of analogue and digital communication systems, and partly with the use of real-time digital signal processing in those systems, including audio and video processing. Major topics include the performance of AM and FM systems in the presence of noise PCM, baseband data transmission, digital modulation schemes (eg ASK, PSK, OFDM) and spread spectrum systems. Students will work in teams by undertaking group projects which will bring together various aspects of communication systems discussed in the subject. Lectures on theory and hands-on tutorials are used to support and strengthen the development of applications on a DSP evaluation board.

## Prerequisite

---

Signals and Systems.

## Class Contact

---

Up to eight hours a week of lectures, tutorials, laboratory work and group activities.



## Unit: Chemistry 1a (1516)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

## Class Contact

---

Three one-hour lectures and one three-hour laboratory/tutorial a week.

## Syllabus

---

This subject assumes no prior knowledge of chemistry and provides a unified introductory course in chemistry as a framework for further studies in chemistry and biochemistry. Topics covered are atomic structure and chemical periodicity, bonding, oxidation and reduction, acids and bases, structure and functionality in organic chemistry. These important basic principles and concepts are developed using pertinent examples and special topics that highlight the everyday applications of chemistry.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to demonstrate good laboratory practice when working with chemicals either individually or in cooperation with others; set up simple experiments that demonstrate their understanding of some of the important basic chemical principles; and predict the chemical behaviour of a variety of elements and compounds from their understanding of the structure and reactivity of matter.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Chemistry 1b (1517)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

## Learning Outcomes

---

At the end of this subject we expect that students will be able to work to the standards of good laboratory practice both individually and in cooperation with others; set up experiments that demonstrate their understanding of the chemical principles involved in the topics covered in this subject; and read the chemical literature and use software for independent learning of the more advanced concepts of second year chemistry subjects.

## Prerequisite

---

Chemistry 1A.

## Syllabus

---

This subject continues from Chemistry 1A with the development of basic chemical concepts that prepare students for various specialist subjects in second and third year. Topics covered are organic chemistry, chemical equilibrium, chemical calculations, titration theory, electrochemistry, thermodynamics, and chemical kinetics. Lectures on these topics are closely integrated with the laboratory/tutorial program.

## Class Contact

---

Three one-hour lectures and one three-hour laboratory/tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Exercise Science (1519)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject serves as an ideal subject for those students interested in sports science. The subject first looks at human growth and physical development using some practical demonstration and experimentation. Interest is then focussed on exploring the key issues in exercise science today (e.g. how the environment influences performance and drugs in sport). The rest of the subject aims to introduce each of the exercise science disciplines to the student, setting a framework than can be built on in later study.

## Class Contact

---

Three one hour lectures a week.

## Learning Outcomes

---

At the end of the subject it will be expected that students will be able to have gained an appreciation of the various issues relating to human performance, and be able to apply this information to a number of sports; and have a knowledge of each of the sports science disciplines and an understanding of how each is used in athletic preparation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Finite Mathematics G (1564)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered; appreciate the applicability and usefulness of discrete mathematics in computing studies; read, understand and analyse algorithms written by others, and write simple algorithms of their own, understand the concept of mathematical proof, and write proofs of their own, and use inductive, recursive and combinatorial techniques to solve problems.

## Class Contact

---

Up to five hours a week.

## Syllabus

---

This subject introduces some of the fundamental notation, concepts and techniques of discrete mathematics relevant to computing. Topics covered include sets, relations, partial and total functions, integers, binary and other representations, finite arithmetic, algorithms, propositional and predicate logic, proof, induction and recursions, counting, sorting and searching algorithms, worst case analysis of algorithms.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies Sports Historiography M (1593)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Consent of the Associate Professor.

### Syllabus

---

This subject investigates past and current theoretical analyses of sports history, with the objective being to isolate the strengths and weaknesses in the field. Among the analyses to be considered are those of the Marxists, those based on the works of Max Weber, the North American descriptive school, and those of the "new social history" school. A special emphasis will be on the valuable contributions available from the fields of sociology and anthropology in the areas of class, power, play and ritual.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law of Business Transactions (1610)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- UCT3 (IAL, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1A (AIM, Legacy)
- UCT4 (AIM, Face-to-Face)
- S1A (IAL, Legacy)
- UCT3 (AIM, Face-to-Face)
- UCT4 (HIE, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)

## Class Contact

---

Two hours of lectures and one hour tutorial class a week.

## Prerequisite

---

Concepts and Elements of Law, or Introduction to Business Law.

## Learning Outcomes

---

Acquisition of knowledge and an understanding of relevant statute and case law applicable to specific types of business transactions involving a range of forms of commercial property and business organisations. Development of the ability to apply these legal principles and rules, and provide advice and solutions, to concrete business situations. Enhancement of the capacity to conduct legal research in this area of law. Development of greater skill in formulating and presenting arguments and advice on the relevant law applicable to business transactions.

## Syllabus

---

This subject examines the law applicable to a range of specific business transactions. It seeks to enable students to build on and put into a business context, the general contractual principles learned previously. It also seeks to familiarise students with the relevant statutes and common law applicable to various types of business transactions. Topics to be covered will include an introduction to the concept of property, intellectual property (copyright, patents and designs), securities (Mortgages, guarantees, bills of sale), and bailment.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum

- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law of Financial Institutions (1612)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Two hours of lectures and a one hour of tutorial a week.

## Syllabus

---

This subject provides students with an understanding of the law as it applies to the Australian financial system. Topics include (i) The regulatory mechanism - how banks and non bank financial institutions (NBFIs) are regulated by Commonwealth and State laws; (ii) financial institutions and their customers - the nature of the relationship; the rights, duties and obligations of the parties; and, specifically, the law affecting lending and securities; (iii) the operation of the payment system - negotiability; bills of exchange; promissory notes; cheques; payment orders; electronic funds transfer system; (iv) the international dimension of financial transactions - forms settlement; foreign exchange; foreign investment.

## Learning Outcomes

---

Students will understand the law regulating financial institutions in Australia and the relationship between financial institution and customer. Key skills which will be developed are the abilities to analyse factual problems and apply the law to resolve the issues and to critically analyse existing law and reform proposals from a legal and policy perspective.

## Prerequisite

---

Introduction to Business Law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Resources for Young People (1692)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines literature and media formats for young people from birth through early adolescence. Features selection, use and evaluation of genres, themes and topics relating to youth's needs and interests. Popular genres of teenage romances, horror and choose-your-own-adventures discussed along with literature judged to be of high quality. Considers the processes of writing, illustrating, editing, publishing and marketing literature for young people. Materials are examined within their social and historical context, including pressure groups, social issues and cultural values. Seminars, discussion sessions, and choice of assignments and materials cater for different students' interests and levels of knowledge.

## Class Contact

---

One one-hour lecture and a one and half hour tutorial a week.

## Learning Outcomes

---

Students should identify poor and high quality literature for youth; assess contribution of literary and artistic elements; match literature to reading interests and levels, personal development and/or curriculum; based on secondary literature and personal critical evaluation, exchange informed views in both oral and written communication.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Modern Languages B (1753)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

By arrangement.

### Syllabus

---

These are individualised subjects designed to allow students to develop their language skills and knowledge in an area not covered by the other language subjects. The program of studies in each case is designed to fit the particular student's capacities, aims and requirements. They consist of studies in a given area, or of an investigation of a language problem to be undertaken under the guidance of a staff member and may include studies in an approved outside institution.

### Prerequisite

---

Successful completion of first year language subjects and the approval of the lecturer in charge.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Education Thesis Type 2 PT (1755)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2014)

### Prerequisite

---

Completion of coursework subjects, and approval by the Master of Education Thesis committee of the student's proposal.

### Syllabus

---

The Thesis (Type 2) shall comprise advanced study and research embodying an investigation of a topic falling within the areas of focus and specialisation of the Divisions Education discipline. Each student will conduct research over a period of no less than two semesters full-time or equivalent part-time, under a supervisor appointed by the Master of Education Thesis Committee. The supervisor shall report on the progress of the student each semester. Further details are described in the brochure Guidelines for Students and Supervisors of Master of Education Thesis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Teaching English As A Second Language 1 (1757)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

It is intended that students will be able to; use a variety of teaching strategies, adapting them where necessary; evaluate approaches to teaching ESL, and make a principled decision on which approach will fit their own classrooms.

### Class Contact

---

Up to four hours or equivalent a week.

### Syllabus

---

This subject explores how to teach English as a Second Language. It considers methods and teaching strategies and considers problems which learners from different ethnic groups may have in acquiring English. It discusses language assessment and suggests principles for designing ESL materials. At all stages theory and practice are related.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Teaching English As A Second Language 2 (1758)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

By the end of the subject students will be able to conduct action research in ESL; design test items for ESL assessment and, from their theoretical knowledge gained in this subject, and profile a pupil's difficulties in learning ESL and devise appropriate activities for that pupil.

### Syllabus

---

Teaching English as a Second Language 2 deepens the study of Teaching English as a Second Language begun in Teaching English as a Second Language 1. Topics covered will include bilingualism, immersion teaching, English for Specific Purposes, issue in assessment and the evaluation of English language teaching programs. A feature of the subject will be the opportunity to carry out an action research project into an aspect of ESL teaching which is of personal and professional interest to the individual students.

### Prerequisite

---

Teaching English as a Second Language 1.

### Class Contact

---

Up to four hours or equivalent a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Extension Studies in Science (1761)

---

**Level:** 3      **Credit Points:** 1      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This is an individualised subject that enables students to extend their studies in an approved level 3 Applied Science subject. It is only available under certain administrative conditions, and requires the express permission of the Pro Vice-Chancellor. A written application is required outlining the reasons for undertaking the subject, proposed project, and name of supervisor.

## Class Contact

---

By arrangement.

## Prerequisite

---

Permission of Pro Vice-Chancellor of the Division of Science and Design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Data Analysis in Science (1809)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2019)

### Class Contact

---

Two one-hour lectures and one two-hour practical a week.

### Learning Outcomes

---

At the end of the subject it is expected that students will be able to approach a problem in a systematic way; handle numerical data; comprehend standard statistical methods in the natural sciences; and have an ability to recognise the essential elements of a natural system and understand the particular principles of systems analysis.

### Syllabus

---

This subject gives students an understanding of the application of elementary and numerical techniques used in natural sciences assessment and management. It also introduces students to the concepts and techniques used in the modelling of interactive systems.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Environmental Design Masters Thesis PT (1812)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2013, 2014)

### Syllabus

---

The thesis shall comprise advanced study and research embodying an original investigation of a topic falling within one or more of the fields of study for which the Master of Environmental Design degree has been accredited. Each student normally will conduct research over a period of no less than four semesters under a supervisor appointed on the advice of the Divisional Higher Degrees Committee. The supervisor shall report on the progress of the student at the end of each semester. The thesis will be examined by two examiners at least one of whom will be an external examiner. Details of conditions and enrolments in this subject are available from the School of Design and Architecture.

### Prerequisite

---

Admission to the course in Masters of Environmental Design. The Divisional Higher Degrees Committee may require students to undertake preliminary bridging subjects.

### Referenced Courses

---

- 158AA Master of Environmental Design (Research)
- 196AA Master of Industrial Design (Research)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Broadcast Journalism 1 (1831)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Introduction to News and enrolment in Journalism specialisation or elective minor in Journalism.

## Syllabus

---

The subject provides a full analysis and practical work in developing students' broadcast writing, in particular for radio and its extension to on-line writing. Its practical side covers the collection and editing of news for the electronic media and short current affairs packages. Students are introduced to the techniques of editing and the recording of spot news and covering various news events. Lectures will examine the changing nature of the broadcast environment and its various agencies and regulatory authorities, interviewing and the role of journalists in broadcast and multi-media newsrooms.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Upon successful completion of this subject, students will be able to research, prepare and write radio and on-line news bulletins, including such areas as business and economics, police, industrial, politics and government, be able to analyse Australian broadcasting industry practices and the role of that industry in society; analyse and evaluate the role ethics plays in news production and dissemination.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Broadcast Journalism 2 (1832)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject students will have developed basic skills in conducting interviews and researching and writing television news; an understanding of the basic production process of television news and the structures, policies and practices of the television industry.

## Prerequisite

---

Broadcast Journalism 1 or permission of the course convener.

## Syllabus

---

This subject follows and expands upon the skills and knowledge learnt in Broadcast Journalism 1. Tutorials will concentrate on the skills of television news with particular emphasis on scriptwriting and interview techniques. Lectures are designed to acquaint students with key issues relevant to television broadcasting. The role of news journalists within the industry and the professional context within which they work will be examined.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Modern Languages A (1839)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These are individualised subjects designed to allow students to develop their language skills and knowledge in an area not covered by the other language subjects. The program of studies in each case is designed to fit the particular student's capacities, aims and requirements. They consist of studies in a given area, or of an investigation of a language problem to be undertaken under the guidance of a staff member and may include studies in an approved outside institution.

## Prerequisite

---

Successful completion of first year language subjects and the approval of the lecturer in charge.

## Class Contact

---

By arrangement.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Trade Law (1841)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will understand the role of the law as it relates to issues of international trade. Key skills which will be developed are legal research and writing, presentation skills and the abilities to analyse problems and apply the law to resolve the issues and to critically analyse existing law and reform proposals from a legal and global perspective.

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject aims to equip students with a broad understanding of international trade law as it affects Australia. A problem oriented approach is adopted. Some of the key areas covered by the course include the financing of international transactions, letters of credit, extraterritoriality and the enforcement of foreign laws, GATT, international sale of goods, CER, the international aspects of taxation and international dispute resolution.

## Prerequisite

---

Concepts and Elements of Law or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing Management (1989)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- UCT4 (AIM, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)
- UCT4 (HIE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- UCT3 (WBC, Face-to-Face)
- UCT4 (IAL, Face-to-Face)

## Class Contact

---

Three to four hours a week.

## Syllabus

---

This subject focuses on the marketing planning process, strategic market management, and implementation. The models and methods covered include scenario analysis, impact analysis, strategic information scanning systems, the key success factor/competitive environments, customer-based competitor identification and the capital asset pricing model. The uses of various marketing research techniques are examined and applied to real world situations. Students will gain practical experience through participation in marketing exercises, simulation games and computer modelling in the application of analytical tools for market analysis and measurement profitability and productivity analysis, pricing decision analysis, sales forecasting, the development of marketing, plans and budgets, physical distribution management and channel management.

## Prerequisite

---

Marketing.

## Learning Outcomes

---

On completion of this subject, students should be able to conduct an external and internal marketing audit of an organisation, addressing key strategic questions.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Science Masters Thesis Type 1:FT (2000)

---

**Level:** R      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered (Also available in: 2003, 2005, 2009)

### Prerequisite

---

Entry to the course.

### Syllabus

---

Under the guidance of a supervisor, the student will undertake research and prepare a dissertation on a topic as approved by the University Higher Degree Committee. The student will normally be enrolled for four semesters full-time or the equivalent part-time. The thesis will be assessed by two external examiners.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Science Masters Thesis Type 2:PT (2001)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013, 2014)

### Syllabus

---

Under the guidance of a supervisor, the student will undertake research and prepare a dissertation on a topic as approved by the University Higher Degree Committee. The student will normally be enrolled for between two and four semesters full time or the equivalent part-time, depending on the credit points established by the Higher Degree Committee for the particular proposal on the advice of the Division. The Thesis will be assessed by two external examiners.

### Prerequisite

---

Entry to the course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Microeconomics 1 (20)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- BCS3 (BRISBANE, Face-to-Face)
- UCT4 (IAL, Face-to-Face)
- S1 (BRISBANE, Legacy)
- UCT4 (HIE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- UCT4 (AIM, Face-to-Face)

## Learning Outcomes

---

At the end of this subject, students should be able to understand the basic concepts and models of microeconomic analysis; reason from a set of known economic facts or assumptions, to a set of predictions assess actual market phenomena (Australian case material is used) in terms of the concepts and models of microeconomic analysis.

## Syllabus

---

This subject provides an examination of the basic principles involved in economic analysis with particular reference to price theory, resource allocation and the theory of the firm. Topics include fundamentals of supply and demand analysis; indifference analysis and consumer equilibrium, production functions and analysis of short and long run costs of production; market structures - perfect competition, monopoly, oligopoly and monopolistic competition; pricing of factors of production; public policy and competition; market failure, welfare and public policy; public sector and public enterprise; resources, ecology and environmental issues.

## Class Contact

---

Four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Studies Thesis M PT (2251)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Syllabus

---

The thesis shall comprise advanced study and research embodying an original investigation of a topic falling within one of five specialisations research and archival resources, services for young people, information and records management, information retrieval, and library systems and services. Each student will conduct research over a period of no less than two semesters full-time or equivalent part-time, under a supervisor appointed on the advice of the Division's Higher Degree Committee. The Supervisor shall report to the Committee on the progress of the students each year. The thesis will be examined by two external examiners approved by the Higher Degree Committee; and assessment of the thesis will be subject to endorsement by the Higher Degree Committee. Details of conditions and enrolment in this subject are available from the Program Director for Library and Information Studies.

## Prerequisite

---

Students must satisfy the Program Director for Library and Information Studies of their capacity to undertake formal research. The Division's Higher Degree Committee must approve the formal research proposal before enrolment.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Freelance Writing G1 (2262)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On completing this subject it is expected that students will be able to research appropriate markets for their work; develop story ideas for various markets; use structural, rhetorical, and writing techniques in the writing of non-fiction articles; use the professional standards and practice required of non-fiction freelance writers in their own writing.

## Class Contact

---

Three hours a week.

## Syllabus

---

For students in the Graduate Diploma program only. Students develop an understanding of the field of literary production in Australia, and learn skills which they apply to fiction and non-fiction writing. Subject matter, research, style and readability of their writing are considered in relation to the requirements of markets in Australia and overseas. Lecture topics include the identity of 'the writer' and the status of writing, along with more practical topics such as ethics and copyright.

© 2004-2019 University of Canberra

## Unit: Freelance Writing G2 (2264)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

## Learning Outcomes

---

On completing this subject it is expected that students will be able to develop and utilise strategies for enhancing their creativity; research markets for their work; place their own writing in the social and historical context of Australian short fiction; communicate ideas, thoughts and feelings through prose fiction.

## Class Contact

---

Three hours a week.

## Syllabus

---

For students in the Graduate Diploma program only. This subject develops the theory and practice of the craft of fiction through the study of theme, form, plot, characterisation, dialogue, point of view and style. General principles are derived from a study of selected short stories and we consider the idea of what makes a short story 'Australian'. Students will experiment with writing styles and exercises in class.

## Prerequisite

---

Freelance Writing G1 or permission of the Head of School.

## Unit: Freelance Writing Project G (2267)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Freelance Writing G1 or permission of the Head of School.

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

On completing this subject it is expected that students will be able to plan and write a sustained piece/collection of writing. This involves developing and sustaining ideas; researching and collating information; identifying appropriate publishers; critically editing and rewriting their work.

### Syllabus

---

For students in the Graduate Diploma program only. Students work on an extended project in fiction poetry or non-fiction, for the semester. Students workshop their work in progress during semester, and are expected to work on developing their project to publishable standard.



## Unit: Scriptwriting G1 (2273)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On completion of this subject it is expected students will be able to differentiate between writing for the eye and ear and writing to be read; critically analyse screen programs in terms of structure and theme; understand the use of basic narrative writing techniques for the screen; use industry production conventions and formats in creating texts for the screen; constructively criticise their own and other's creative work.

## Class Contact

---

One hour lecture; two hour tutorial a week.

## Syllabus

---

This subject introduces students to writing for the eye and ear as scripts, rather than writing to be read as prose. It will concentrate mainly on the practicals and principles of dramatic writing for film in general with specific application to writing short film. The subject focuses on three main areas - analysis of the theories and principles of narrative drama and how they are applied in screen writing; screen writing techniques and practice; criticism of student's own creative work in tutorial workshops.

## Unit: Scriptwriting G2 (2278)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject extends and develops concepts raised in Scriptwriting 1. Students collaborate in groups to produce a substantial short film script approaching marketable quality. A feature of this subject is a two-day story conference retreat where working groups are formed and the outline and basic structures of the project is begun. The subject includes further critical viewing and analysis of television and film as well as experience in story development and character arcs. The subject focuses on three main areas - working effectively in a group to brainstorm, plot and take through various drafting stages a substantial short film script; editing and peer appraising each others work at various stages of the writing process; analysis of the techniques and requirements of specific forms/genres of television and film, and how these impact on scriptwriting.

## Learning Outcomes

---

On completion of this subject it is expected students will be able to: work effectively in a group on script project; understand the relationships between the various levels of development of a script; use narrative scriptwriting techniques to plot and develop a film or television script; be able to edit and appraise their own and others work effectively and efficiently; understand the different writing requirements of different television markets and filmic forms; use industry production conventions and formats in creating texts for the screen; understand the influence of market forces on the content of television programs and short film.

## Prerequisite

---

Scriptwriting G1 or permission of the Head of School.

## Class Contact

---

Two day writing retreat end of week 1; subsequently, 1 hour lecture; 2 hour tutorial.

## Unit: Scriptwriting Project G (2279)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

### Learning Outcomes

---

On completion of this project it is expected that students will be able to: work independently under supervision; develop a major project to a marketable standard; practice scriptwriting with a view to working as an informed professional; critically and creatively edit their own work; respond positively to the editorial process.

### Class Contact

---

Project concept/pitch meeting Week 2. Subsequently students must initiate and attend at least two meetings with their supervising tutor/editor.

### Syllabus

---

This subject allows students to complete a major scriptwriting project under professional conditions. Students propose and create a major script project normally either a feature film or a telemovie (though other projects can be considered), taking it through synopsis, scene breakdown up to second draft of the master scene script. The work is overseen through all stages by a supervising tutor acting as a script editor.

### Prerequisite

---

Scriptwriting G2 or permission of the Head of School.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Science Masters Thesis Type 3:FT (2399)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered (Also available in: 2003, 2009, 2010)

### Syllabus

---

Under the guidance of a supervisor, the student will undertake research and prepare a dissertation on a topic as approved by the University Higher Degree Committee. The student will normally be enrolled for two semesters full-time or the equivalent part-time. The Thesis will be assessed by two external examiners.

### Prerequisite

---

Entry to the course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Marketing (2429)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- UCT4 (WBC, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)
- UCT2 (WBC, Face-to-Face)
- UCT3 (IAL, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S1A (HIE, Legacy)
- UCT2 (AIM, Face-to-Face)
- UCT3 (AIM, Face-to-Face)
- S1 (BRISBANE, Legacy)

### Class Contact

---

Three to four hours a week.

### Learning Outcomes

---

On completing of the subject the student should have an understanding of the historical and structural environment in which the global marketer operates with emphasis on WTO, the IMF and the World Bank; embargoes and sanctions - regulation of international export and import controls; the international cultural market as it affects marketers; foreign exchange and other risks; secondary international marketing research; international product adaptation and promotion and pricing; channels of international distribution and logistics; licensing, franchising and export intermediaries; counter trade and barter; future trends in globalisation.

### Prerequisite

---

Marketing.

### Syllabus

---

This subject explores the internationalisation of business and examines strategies for Australian and Asian firms engaged in international marketing. Topics include economic analysis of multinational trade and Australian business involvement; international marketing strategies and decisions on segmentation, product policy and product planning, pricing, channels of distribution, and international advertising; issues in international marketing research; multi country data analysis and international marketing information systems.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advertising Strategy (2483)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three and one half hours a week.

## Prerequisite

---

Professional Communication Theory and Management.

## Syllabus

---

This subject will investigate the design and evaluation of communication strategy as it applies to brand advertising, creative development and media use. After examining the effectiveness of advertising in general, the subject will consider the different models of account planning and research methodologies, including market segmentation, used in the development of brand advertising. A particular focus of this subject will be influences on consumer behaviour such as psychological, cultural and social factors and their effect on consumer information processing and buying behaviour. In addition, the subject will explore the development of the communication brief, its role in guiding effective creative strategy and efficient media selection, supported by an understanding of media data planning tools. Students will gain a strategic overview of several successful campaigns to see how campaign effectiveness benefits from the principles of communication strategy.

## Learning Outcomes

---

The subject will enable students to plan and implement a campaign strategy that includes: defining the role for advertising in the context of a comprehensive communication strategy, writing a creative brief and evaluating creative strategy, analysing and planning media, and an understanding of the influences on consumer behaviour.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Advertising Operations (2484)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three and one half hours a week.

## Prerequisite

---

Advertising Strategy.

## Syllabus

---

This subject will focus on advertising as a business and in particular the different operations of advertising agencies. It recognises that industry trends are driving the concept of 'integration' and this has seen most advertising companies evolve into communication companies. A particular concern of the subject will be to examine the kinds of products and services offered and the functions of the people who manage them; how agency culture, leadership and management style influence organisational structure, brand management and communication ideas. The subject will also consider operational processes ranging from client briefing and creative recommendations through to media implementation and campaign evaluation for both exiting and new business development.

## Learning Outcomes

---

This subject will give students an understanding of the primary functions and operations of advertising agencies including account management, creative and support services and an appreciation of the organisational skills required to manage brands, budgets and presentations. The subject will provide an appreciation of a full range of ethical responsibilities involved in campaign planning, working in, and managing an advertising operation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Communication Studies M1 (2493)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

The subject consists of a supervised investigation of a communication concept by a student using secondary research materials. The student is required to submit a dissertation, normally approximately 10,000 words, reporting the investigation.

## Prerequisite

---

Permission of the Head of School.

© 2004-2019 University of Canberra

## Unit: Special Communication Studies M2 (2494)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2016, 2017)

### Prerequisite

---

Permission of the Head of School.

### Syllabus

---

The subject consists of a supervised investigation of a communication concept by a student using secondary research materials. The student is required to submit a dissertation, normally approximately 10,000 words, reporting the investigation.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advertising Operations G (2596)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject will focus on advertising as a business, and particularly on the operations of an advertising agency. It will examine the kinds of services offered by an agency, the role of advertisers, and the handling of client relationships. A particular concern will be the preparation and presentation of client briefs. It will also consider the setting and allocating of an advertising budget, media planning and costs, media buying, and scheduling. The subject will also consider the coordination of advertising campaigns with other marketing efforts and promotions.

## Prerequisite

---

Advertising Strategy.

## Learning Outcomes

---

This subject will give students an understanding of the primary functions and operations of advertising agencies including account management, budgeting methodology, creative, media and support services; give students an appreciation of a full range of ethical issues involved in campaign planning, working in, and managing an advertising agency.

## Class Contact

---

Three and one half hours a week.

## Unit: Employment Discrimination & the Law (2617)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students learn to: discuss the application of legislative provisions and case law in hypothetical factual situations involving discrimination; demonstrate understanding of relevant inter-disciplinary material and ability to apply it in advising on and making decisions about discrimination; engage in critical analysis of aspects of employment discrimination law; identify and research employment discrimination and harassment materials; look at the law holistically and contextually.

## Class Contact

---

Three hours a week.

## Syllabus

---

Examines the laws and the context which affect the formation and regulation of employment, discrimination and various minority groups in our changing society. What behaviours constitute discrimination and harassment? Why do they take place? Subject takes an up-close look at these questions and the legal responses to discrimination on the grounds of sex, marital status, pregnancy, race, disability, sexuality and age.

## Prerequisite

---

Concepts and Elements of Law or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Science Masters Thesis Type 1:PT (2619)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016)

### Syllabus

---

Under the guidance of a supervisor, the student will undertake research and prepare a dissertation on a topic as approved by the University Higher Degree Committee. The student will normally be enrolled for four semesters full-time or the equivalent part-time. The thesis will be assessed by two external examiners.

### Prerequisite

---

Entry to the course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Science Masters Thesis Type 2:FT (2620)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered (Also available in: 2003, 2009, 2010)

### Syllabus

---

Under the guidance of a supervisor, the student will undertake research and prepare a dissertation on a topic as approved by the University Higher Degree Committee. The student will normally be enrolled for between two and four semesters full time or the equivalent part-time, depending on the credit points established by the Higher Degree Committee for the particular proposal on the advice of the Division. The Thesis will be assessed by two external examiners.

### Prerequisite

---

Entry to the course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Science Masters Thesis Type 3:PT (2641)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered (Also available in: 2003, 2009, 2010)

### Syllabus

---

Under the guidance of a supervisor, the student will undertake research and prepare a dissertation on a topic as approved by the University Higher Degree Committee. The student will normally be enrolled for two semesters full-time or the equivalent part-time. The Thesis will be assessed by two external examiners.

### Prerequisite

---

Entry to the course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sociology & Gender (2788)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides a critical sociological orientation to the study of gender relations in society.

## Class Contact

---

Two one hour, and one and one half hour tutorial a week.

## Learning Outcomes

---

On completing this subject students will: be familiar with the main theories of gender difference; have a clear understanding of the historical development of gender relations in a comparative context where possible; know how gender relates to some of the major social institutions of society such as work, family, education and the media; understand the social construction of masculinity and femininity, sexual politics, gender 'cultures' and language and the interrelationship of race, class and gender; be able to assess the effect of social policy on gender relations.

## Prerequisite

---

Basic Sociology or any other approved level 1 subject

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Education Thesis Type 1:FT (2825)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

An applicant for the Master of Education course may be permitted to proceed by thesis, alone following consideration of his/her thesis proposal by the Master of Education Committee. Normally it is expected that applicants for the MEd. thesis possess a first degree at honours level, or equivalent, in addition to meeting the entry requirements applying to the more usual course work of Master of Education. The Thesis (Type 1) shall comprise advanced study and research embodying an original investigation of a topic falling within one of the fields of study in education. Each student will conduct research over a period of no less than four semesters under a supervisor appointed on the advice of the Master of Education Committee and confirmed by the Divisional Board.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Education Thesis Type 2:FT (2826)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Syllabus

---

The Thesis (Type 2) shall comprise advanced study and research embodying an investigation of a topic falling within the areas of focus and specialisation of the Faculty of Education. Each student will conduct research over a period of no less than two semesters full-time or equivalent part-time, under a supervisor appointed by the Master of Education Thesis Committee. The supervisor shall report on the progress of the student each semester. Further details are described in the brochure Guidelines for Students and Supervisors of Master of Education Thesis.

## Prerequisite

---

Completion of coursework subjects, and approval by the Master of Education Thesis committee of the student's proposal.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Studies Thesis M:FT (2827)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Syllabus

---

The thesis shall comprise advanced study and research embodying an original investigation of a topic falling within one of five specialisations research and archival resources, services for young people, information and records management, information retrieval, and library systems and services. Each student will conduct research over a period of no less than two semesters full-time or equivalent part-time, under a supervisor appointed on the advice of the Division's Higher Degree Committee. The Supervisor shall report to the Committee on the progress of the students each year. The thesis will be examined by two external examiners approved by the Higher Degree Committee; and assessment of the thesis will be subject to endorsement by the Higher Degree Committee. Details of conditions and enrolment in this subject are available from the Program Director for Library and Information Studies.

## Prerequisite

---

Students must satisfy the Program Director for Library and Information Studies of their capacity to undertake formal research. The Division's Higher Degree Committee must approve the formal research proposal before enrolment.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Grammar & Communication (2859)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines the grammatical structure of English in terms of communicative function and cognitive principles. A typological comparison will be made between English and aspects of other languages. Attention will be paid to English grammatical systems that commonly prove most difficult to speakers of other languages, including the articles and tense and modal systems, and, particularly, to the way that language is used. The role of semantics and grammar in communication will be considered, particularly in relation to implications for language teaching curriculum design and teaching procedures.

## Prerequisite

---

Introduction to Linguistics; Language, Culture and Society.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psycholinguistics (2860)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Up to four hours a week.

## Prerequisite

---

Introduction to Linguistics; Language, Culture and Society.

## Syllabus

---

This subject presents a variety of views about the scientific study of language. Topics included in the subject are child language acquisition, second language acquisition and learning, verbal skills and intelligence, language and the social context. This subject considers how human beings acquire and use language; the biological foundations of language and its relationship to cognition and comprehension. A major focus will be on methods and results of research and the implications of research findings for mother tongue, and second and foreign language development, including the acquisition of reading skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Environmental Design Masters Thesis:FT (2861)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Syllabus

---

The thesis shall comprise advanced study and research embodying an original investigation of a topic falling within one or more of the fields of study for which the Master of Environmental Design degree has been accredited. Each student normally will conduct research over a period of no less than four semesters under a supervisor appointed on the advice of the Divisional Higher Degrees Committee. The supervisor shall report on the progress of the student at the end of each semester. The thesis will be examined by two examiners at least one of whom will be an external examiner. Details of conditions and enrolments in this subject are available from the School of Design and Architecture.

### Prerequisite

---

Admission to the course in Masters of Environmental Design. The Divisional Higher Degrees Committee may require students to undertake preliminary bridging subjects.

### Referenced Courses

---

- 158AA Master of Environmental Design (Research)
- 196AA Master of Industrial Design (Research)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Engineering Thesis M: FT (2862)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Syllabus

---

A substantial thesis on a topic approved by the Division's Higher Degrees Committee being a major project embodying the results of an original design, investigation or development in a field of Engineering. Seminars on the thesis topic will also be required during the course of the subject, as directed by the Division's Higher Degrees Committee.

## Prerequisite

---

Consent of Pro Vice-Chancellor.

## Class Contact

---

As directed by supervisor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Engineering Thesis M PT (2863)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Syllabus

---

A substantial thesis on a topic approved by the Division's Higher Degrees Committee being a major project embodying the results of an original design, investigation or development in a field of Engineering. Seminars on the thesis topic will also be required during the course of the subject, as directed by the Division's Higher Degrees Committee.

## Prerequisite

---

Consent of Pro Vice-Chancellor.

## Class Contact

---

As directed by supervisor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Concepts & Elements of Law (28)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject aims to introduce the student to the legal framework of society, and the operation of the legal system, and to show some of the ways in which law and the legal system influence and are affected by society as a whole. The main areas of study (which will be dealt with in an integrated way) are a discussion of the social role of law and the legal system; the sources of Australian law and the operation of the court system; the role of legislation in modern society, with some attention to the law-making function of parliament and the principles and practice of statutory interpretation; common law and equity, including the doctrine of precedent, involving analysis of judicial decision-making.

## Learning Outcomes

---

On completion of the course of study in this subject students will be able to understand the structure of the Australian legal system; the role and functions of law; the role of courts and lawyers; the social significance of law.

## Class Contact

---

Two one-hour lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Concepts in Applied Anthropology (2972)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this unit it is expected that students will be able to select and apply appropriate anthropological research methods; describe the diversity of social, political and economic practices of different kinds of culture; and, articulate the human responses to the processes of social change generated by the incorporation of traditional societies into world economic systems.

## Class Contact

---

One two-hour lecture and one two-hour tutorial a week.

## Syllabus

---

This subject offers an introduction to cultural studies with a focus on the concepts and practice of applied anthropology. Subject matter is set within a historical perspective and includes studies of societies in Africa, South America, Papua New Guinea, Indonesia and Australia. Students apply anthropological research practices in a community orientated field study.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Physiology & Anatomy 1 (3071)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Concepts in Biology or Functional Anatomy. Chemistry 1A is recommended but not essential.

### Syllabus

---

This subject introduces students to the normal structure and function of the human body. It commences with an overview of body tissues and homeostasis and then examines the structure and function of musculoskeletal, cardiovascular, respiratory, digestive and urinary systems. A brief introduction to the nervous and integumentary systems is also included.

### Class Contact

---

Three one-hour lectures and a two-hour tutorial a week.

### Learning Outcomes

---

On completing this subject students should be able to describe the structure and function of the epithelial, connective, contractile and neural tissues; understand the concept of homeostasis and how it is achieved in the normally functioning body; understand the structure and function of skin and the musculoskeletal, nervous, cardiovascular, respiratory, digestive and urinary systems and the contribution they make to maintaining homeostasis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: ATSI Foundation Communication (3209)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** University of Canberra College

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Three hours of lectures and three hours of group or individual tuition a week.

### Prerequisite

---

Interview and skills assessment.

### Syllabus

---

The subject introduces the practical communication skills required for success in undergraduate degrees. Writing skills development will begin with a creative writing approach and continue on to writing for particular purposes including the academic essay. Students will develop reading skills from daily newspapers and Aboriginal literature through to more technical, academic reading and research skills. Students will become familiar with library systems and be confident information-gatherers. Students will have practice in group-work and preparing and delivering presentations.

## Unit: ATSI Foundation Study Skills (3213)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** University of Canberra College

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

One and a half hours of lectures and one and a half hours of group or individual tutorial a week.

### Prerequisite

---

Interview and skills assessment.

### Syllabus

---

The subject introduces the student to methods of independent learning including time management, short and long term planning, reinforcing learning, developing effective study habits, overcoming writer's block, developing examination techniques and adjusting to the University community generally. The student will be encouraged to explore their own reactions to the "stresses" of University life and to develop strategies for managing their involvement in study so as to maximise their success.



## Unit: Research Project in Applied Science (3) (3238)

---

**Level:** 3      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013, 2014)

### Prerequisite

---

An above average academic record, and permission of the Course coordinator based on a full statement of objective(s) and an outline of the study to be undertaken.

### Syllabus

---

This subject will allow a student to undertake a program of study that goes beyond the boundaries of other semester subjects. It aims to encourage cross discipline interaction and to bring together and develop further skills and experience learned from different subjects and courses. The subject is directed to those students whose previous results have indicated that they have the potential ability to pursue a study with a minimum of direction.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project in Applied Science (6) (3239)

---

**Level:** 3      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This subject will allow a student to undertake a program of study that goes beyond the boundaries of other semester subjects. It aims to encourage cross discipline interaction and to bring together and develop further skills and experience learned from different subjects and courses. The subject is directed to those students whose previous results have indicated that they have the potential ability to pursue a study with a minimum of direction.

## Prerequisite

---

An above average academic record and permission of the Course coordinator based on a full statement of the objective(s) and an outline of the study to be undertaken.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project Applied Science: PG (3241)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

An average of one or two hours with staff each week.

### Prerequisite

---

Permission of Associate Professor. For this permission to be given, the student must draw up a project proposal, preferably in consultation with the staff member likely to supervise the project. The proposal must be formally approved by the supervisor before the student is allowed to enrol in the subject.

### Syllabus

---

This is an individualised subject that will normally be assessed on submission of a report summarising the work undertaken, plus an oral examination at which the student will defend and discuss the written report with a panel of at least two examiners.

## Unit: Research Project App Science PG (YL) (3242)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

### Syllabus

---

This is an individualised subject that will normally be assessed on submission of a report summarising the work undertaken, plus an oral examination at which the student will defend and discuss the written report with a panel of at least two examiners.

### Prerequisite

---

Permission of Associate Professor. For this permission to be given, the student must draw up a project proposal, preferably in consultation with the staff member likely to supervise the project. The proposal must be formally approved by the supervisor before the student is allowed to enrol in the subject.

### Class Contact

---

An average of one or two hours with staff each week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project Applied Science:PG:FT (3243)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Syllabus

---

This is an individualised subject that will normally be assessed on submission of a report summarising the work undertaken, plus an oral examination at which the student will defend and discuss the written report with a panel of at least two examiners.

### Class Contact

---

An average of one or two hours with staff each week.

### Prerequisite

---

Permission of Associate Professor. For this permission to be given, the student must draw up a project proposal, preferably in consultation with the staff member likely to supervise the project. The proposal must be formally approved by the supervisor before the student is allowed to enrol in the subject.

## Unit: Research Project App Science PG (YL) (3244)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

### Prerequisite

---

Permission of Associate Professor. For this permission to be given, the student must draw up a project proposal, preferably in consultation with the staff member likely to supervise the project. The proposal must be formally approved by the supervisor before the student is allowed to enrol in the subject.

### Syllabus

---

This is an individualised subject that will normally be assessed on submission of a report summarising the work undertaken, plus an oral examination at which the student will defend and discuss the written report with a panel of at least two examiners.

### Class Contact

---

An average of one or two hours with staff each week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project in Applied Science:3 PG (3262)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014)

### Syllabus

---

This subject will allow a student to undertake a program of study which goes beyond the boundaries of other semester subjects. It aims to encourage cross discipline interaction and to bring together and develop further skills and experience learned from different subjects and courses. The subject is directed to those students whose previous results have indicated that they have the potential ability to pursue a study with a minimum of direction.

### Prerequisite

---

An above average academic record and permission of the Associate Professor based on a full statement of the objective(s) and an outline of the study to be undertaken.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Computer-Based Systems (3296)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

One and a half hour lecture and one and a half hour tutorial a week.

### Syllabus

---

This subject develops an awareness of the range of information technology skills in the travel and hospitality workplace and an appreciation of developments in Computer Reservations Systems.

### Learning Outcomes

---

When you satisfactorily complete this subject, you should be able to link theoretical computer concepts and issues to practical applications in tourism and hospitality environments; demonstrate mastery of a variety of computer packages through the creation of a tourism design brief; and use appropriate oral communication techniques to discuss, with confidence, travel- and hospitality-related technology issues.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Information Sciences Thesis M:PT (3326)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This is the thesis subject for a part-time/full-time student enrolled in the Master of Arts in Information and Technological Sciences. Before enrolling in the subject, the student should seek advice from the course convener.

## Prerequisite

---

Completion of the 24 credit point preparatory studies for the course or equivalent.

© 2004-2019 University of Canberra

## Unit: Information Sciences Thesis M:FT (3327)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Completion of the 24 credit point preparatory studies for the course or equivalent.

### Syllabus

---

This is the thesis subject for a part-time/full-time student enrolled in the Master of Arts in Information and Technological Sciences. Before enrolling in the subject, the student should seek advice from the course convener.

© 2004-2019 University of Canberra

## Unit: Technological Sciences Thesis M PT (3328)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Completion of the 24-credit point preparatory studies for the course, or equivalent.

### Syllabus

---

This is the thesis subject for a part-time/full-time student enrolled in the Master of Applied Science in Information and Technological Sciences. Before enrolling in the subject, the student should seek advice from the course convener.

© 2004-2019 University of Canberra

## Unit: Technological Sciences Thesis M:FT (3329)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Completion of the 24-credit point preparatory studies for the course, or equivalent.

### Syllabus

---

This is the thesis subject for a part-time/full-time student enrolled in the Master of Applied Science in Information and Technological Sciences. Before enrolling in the subject, the student should seek advice from the course convener.

© 2004-2019 University of Canberra

## Unit: Studies in Software Engineering PG (3334)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Studies in Computer Technology PG (3335)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Research (3337)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Tourism Systems or the permission of the Head of School.

## Learning Outcomes

---

At the end of this subject students will be able to demonstrate an understanding of the nature, purpose and scope of tourism research and understand the major research needs and priorities of various sectors of the tourism industry. They will be able to evaluate and utilise existing tourism data and government statistical collections and apply appropriate research practices to issues in the tourism industry. A major research project will give students the opportunity to practice skills in the design, preparation, implementation, analysis and reporting of research.

## Class Contact

---

Four hours a week.

## Syllabus

---

This subject introduces students to the nature, scope and use of tourism research as applied in all sectors of the tourism industry. Students will be given an appreciation of the link between theory, method and findings through an overview of research methods and will become familiar with the diversity of tourism research. Completion of this subject will provide students with the skills and knowledge to undertake practical research work in the advanced tourism subjects.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Studies in Software Engineering PG (3344)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Studies in Computer Technology PG (3345)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Curriculum Inquiry (3359)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This unit aims to develop students' capacities to inquire into education generally and into curriculum more particularly. It can be foundational for those who wish to pursue advanced curriculum studies. Conversely, it can serve as an introduction to advanced inquiry in a number of other areas of concern to educationists. It should promote the capacity of all to undertake research at the postgraduate level. Central to the unit is the students' development of frameworks for critically reflecting on their past and present educational/curriculum experiences. The subject is interdisciplinary. It draws on historical, sociological and philosophical concepts and methods and encompasses some aspects of the contemporary debates in social and political theory and epistemology. As a consequence reading lists and the seminar program itself can be expected to vary from year to year.

## Unit: International Finance (3393)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Financial Management 1.

## Syllabus

---

This subject deals with the financial management of multinational business activities, the operation of international financial markets and the impact of international transactions on domestic firms.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

On completion of this subject students should understand the problems associated with the financial management of multinational business activities; have an appreciation of the impact of international diversification of investments by a local firm; understand foreign exchange contracts and exchange rate quotations; be able to explain the relationship between the spot rate, the forward rate, interest rates and inflation rates; be able to suggest ways to manage foreign exchange risk, in particular by using currency options and futures; be able to explain the differences between transaction exposure, exchange rate exposure and translation exposure; understand the impact of international operations on the accounting reports of the local firm; and have increased generic skills in problem solving and written and oral communication.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Tourism Computer-Based Systems G (3400)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Languages, International Studies & Tourism

**Availability in 2004:** Not offered (Also available in: 2007)

### Class Contact

---

Three hours a week.

### Syllabus

---

See undergraduate subject Tourism Computer-Based Systems.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Research Topics PG (3426)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012)

### Class Contact

---

Class contact will vary depending on the stage of the semester, but the total workload for this subject will be one quarter of a full-time workload for a semester.

### Syllabus

---

This subject will be comprised of literature research supported, where appropriate, by lectures, seminars and discussion groups involving experts in the relevant field, and based on topics selected to enable students to develop a broad (and historically based) understanding of the field of specialisation, and to discuss/argue in depth current topics in the field.

### Prerequisite

---

Entry to postgraduate program.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Resource Management 1 (3432)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- UCT4 (IAL, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- UCT3 (AIM, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)
- UCT3 (WBC, Face-to-Face)
- S1A (IAL, Legacy)
- S1A (AIM, Legacy)
- UCT2 (IAL, Legacy)
- S1A (HIE, Legacy)

### Class Contact

---

Three hours a week.

### Syllabus

---

The purpose of this subject is to introduce students to the basic elements of human resource management as a method of organising the workplace. Participants will critically assess the relationship between strategy and the core HRM activities such as recruitment, selection, appraisal and pay systems, planning, training and development, career and succession management, and approaches to the quality of working life. They will locate HR strategies within their organisational, business, demographic, economic, legislative and industrial contexts.

### Learning Outcomes

---

Successful students will be able to analyse cases in order to identify issues and approaches in human resource management; of skills; demonstrate competency in writing reports and making oral presentations on strategies in human resource management; and debate the merits of a range of approaches to attracting, retaining, developing and motivating staff within relevant internal and external contexts.

### Prerequisite

---

Introduction to Management or Organisation Theory and Organisational Behaviour or consent of Head of School.

### Unit Level Key:

---

- 1 - Offered in *first* year of course curriculum



- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Writing for Young People (3433)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Examines literature for youth from birth through adolescence, including its creation, publishing, editing and marketing. Features reading quality works and appraisal of popular literature. Includes examination of a genre of the student's choice as well as creation of literature for youth. Class workshops of students' writing feature along with detailed comment from the tutor. Content is covered through lectures, discussion, audiovisual presentations and workshops.

## Prerequisite

---

Two Creative Writing subjects or consent of lecturer in charge of the subject.

## Learning Outcomes

---

Students should demonstrate skills in writing and evaluating creative pieces by both self and others, having regard to audience; identify markets and publishers for unpublished material; demonstrate a basic knowledge of published materials for young people from birth to adolescence; identify strengths and weaknesses of published literature for youth; exchange informed views based on secondary literature and personal perspectives in both oral and written communication.

## Class Contact

---

One half hour lecture and a two-hour tutorial.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Writing for Young People G (3481)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2017)

## Syllabus

---

See subject 003433 Writing for Young People.

## Prerequisite

---

Freelance Writing G1 or consent of lecturer in charge of subject.

## Class Contact

---

Three hours a week one hour lecture and two hours of tutorials.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: HRM2: Development, Change & Diversity (3488)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- UCT4 (IAL, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Development Administration (3495)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completing the subject students will have an awareness of the turbulent and complex socioeconomic and political environments of Third World nations; familiarity with the major contemporary institutions for development administration and with the practices and problems of development administration; knowledge of current reform measures and proposals aimed to improve administration in developing countries; a critical orientation to analysing issues and problems in the management of development.

## Syllabus

---

This subject provides students with an introduction to and understanding of administration in developing countries. Topics covered include the policy process, bureaucracy and its reform, planning decentralisation, NGOs and public enterprise reform.

## Prerequisite

---

Introduction to Management or consent of the Head of School.

## Class Contact

---

One two-hour lecture and a one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Government Business Relations (3498)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students who complete the subject successfully will have developed an awareness of the utility of using theory as a tool of analysis and critical analysis of a body of material using case study material, the structure of Australian business organisations and the nature of government-business relations in selected Asian and Southeast Asian countries.

## Prerequisite

---

Introduction to Australian Politics.

## Class Contact

---

One two-hour lecture and a one-hour tutorial.

## Syllabus

---

Business is a critical sector in a capitalist economy which means that governments have to deal with business. The subject examines different ideas about the nature of the relationship between business and government and then looks specifically at the interaction between Australian business and the Commonwealth government. Comparative studies are then made of government-business relations in selected countries in the Asian and Southeast Asian region.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Macroeconomics 1 (34)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S1A (AIM, Legacy)
- UCT3 (IAL, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- UCT3 (AIM, Face-to-Face)
- UCT4 (IAL, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)
- UCT4 (AIM, Face-to-Face)

## Syllabus

---

This subject is designed to provide an introductory analytical framework for the study of macroeconomics. Particular emphasis is placed on the relationships between different sectors of the economy and on the policy implications of the framework developed. Topics covered in the course include the theories of consumption investment and income determination including the role of overseas trade; the role of money, banking and the rate of interest in the economy; the labour market and inflationary processes. Wherever possible current Australian illustrations will be given.

## Learning Outcomes

---

On completion of the subject, students should be able to understand the meaning and significance of basic macroeconomic concepts and principles and the major theoretical frameworks; undertake a analysis using simple macroeconomic models in both diagrammatic and quantitative terms, and acquire an understanding of how income is determined in an economy using income and aggregate expenditure diagrams.

## Class Contact

---

Three to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Electronic Theory and Practice G (350)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours of lectures and up to three hours of laboratory work a week.

### Syllabus

---

This subject is intended to provide an understanding of the basic principles of electronics and an introduction to construction, testing and measurement techniques. A systems level approach is adopted for much of the course and examples of practical systems are chosen to illustrate such topics as transducers, signal processing, recording and display of signals and control. Where appropriate, more detailed consideration is given to some of the blocks making up a system. Students thus acquire some knowledge of DC and AC circuit analysis, semi-conductor devices, basic amplifiers and the integrated circuit operational amplifier.

### Prerequisite

---

No formal prerequisites are required. However, the course entry requirement of first year tertiary level mathematics will be assumed.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Economics 1a (3519)

---

**Level:** 1      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, students should be able to place economic concepts in their social, political and historical contexts; have an understanding of basic microeconomic and macroeconomic theories; critically assess economic policy; communicate clearly, both orally and in writing, using the language of economics.

## Syllabus

---

Economics 1A is an introductory subject that covers much the same material as Microeconomics 1 and Macroeconomics 1 but in a less technical manner. The subject should appeal to students who prefer more reading and essay writing and less mathematics. It still requires, however, some basic quantitative skills such as an ability to interpret simple graphs, calculate percentage changes, etc. No previous study of economics is expected.

## Class Contact

---

Three to four hours a week for the whole year.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Statistics 1 (3539)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- BCS2 (BRISBANE, Face-to-Face)
- S1 (BRISBANE, Legacy)
- UCT3 (IAL, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Syllabus

---

This is an introductory subject in statistics designed for students in accounting, banking and finance, economics and management sciences. Emphasis is placed on the application of statistical techniques to those disciplines. Topics include populations and samples; the presentation and interpretation of data; measures of central tendency and variability; index numbers; simple linear regression and correlation; an introduction to time series; basic probability; the binomial, Poisson and normal distributions; estimation and hypothesis testing. Analyses will be carried out using Microsoft Excel.

## Learning Outcomes

---

A student will be expected to be able to understand the nature and consequences of natural variability in data; express a problem in statistical terms; summarise data graphically and statistically, either manually or via a computer package; understand and interpret economic index numbers; understand the nature of a time series and how it may be analysed; estimate and test parameters in simple situations; understand basic statistical terminology in published material.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Issues in Counselling M (3559)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

In this subject students will explore issues related to ethics, credentialling, responsibilities to clients and self, making referrals, choosing resources, setting limits, supervision, and choosing clients and counselling techniques. Opportunities for clarification of personnel, social, and political goals as they relate to counselling work will be provided.

## Prerequisite

---

Facilitating Change in Organisations and Systems or permission of the course convener.

## Class Contact

---

Up to four hours a week including field work.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports Marketing (3576)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This course will examine professional and recreational sport utilising the basic concepts of marketing. The course will provide an opportunity for a hands-on approach to sport marketing with the completion of marketing research and a marketing plan for a sporting organisation.

## Learning Outcomes

---

At the end of the subject it will be expected that students will be able to identify and explain the factors of marketing sport including the product, place, price, promotion, advertising, and public relations in order to prepare a marketing plan; conduct marketing research for a sporting organisation; and construct and evaluate a sport sponsorship plan.

## Prerequisite

---

Permission of subject convener.

## Class Contact

---

One two-hour lecture and one two-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Macroeconomics 2 (35)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of this subject, students will have a good understanding of the range of Macroeconomic theories and schools of thought, as well as the policy prescriptions that are implied by these theories. They will also understand the main strengths and weaknesses of the competing theories. Students will also be able to apply these theories to an analysis of the Australian (or another) economy.

## Syllabus

---

This subject extends the material covered in Macroeconomics 1. It examines rigorously the various components of the IS/LM model including consumption, investment, the demand and supply of money and the effects of fiscal and monetary policy. Other topics covered are aggregate supply and demand analysis, macroeconomic policy for the open economy under alternative exchange rate regimes, economic growth and the problems of inflation and unemployment.

## Prerequisite

---

Microeconomics 1 and Macroeconomics 1 or Economics 1A with the permission of the lecturer.

## Class Contact

---

Four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Physical Principles (3603)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours of lectures and three hours of laboratory/tutorial work a week.

## Learning Outcomes

---

From this subject students should be able to: describe some of the major concepts of physics; apply these concepts to explain processes in the environmental and earth sciences; develop simple models of these processes and solve the resulting mathematical problems, appreciate the nature of physical measurements and the associated uncertainties, and undertake simple laboratory investigations and interpret the results.

## Syllabus

---

This subject provides an introduction to the physical concepts and processes that shape our environment. No formal background in physics is assumed and any mathematical concepts required will be developed as they are needed. The subject is intended primarily for students in the resource, environmental and earth sciences, and secondary education. Stress is placed on the basic concepts of physics and their applications in the earth sciences. Topics include: mechanics, calculus concepts, vectors and trigonometry, heat and natural processes, fluid flow in meteorological processes and ground water, optics, polarisation and microscopy, electricity and safety, radioactivity and dating, and environmental monitoring and data acquisition.

## Prerequisite

---

ACT Year 12 major in Mathematics; NSW 2 unit Mathematics.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Financial Institutions & Markets (3639)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines the institutional and operational aspects of the Australian financial system. It consists of three related parts (i) introduction to the Australian financial system; (ii) working of the financial markets and instruments; and (iii) the functions of financial institutions and their regulators. It is intended that students appreciate the evolving nature of the Australian financial system, the forces of innovation and changes in regulatory philosophy, entrepreneurial and global activity by market participants, and technological developments.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

On completing this subject, students will understand the working of the financial markets and the instruments integral to their operations; understand the role of banks and non-bank financial institutions in the financial system; be able to explain the functions and working of equity markets, corporate debt markets, public debt market, foreign exchange market and the market for derivatives. Development of generic skills like problem-solving and presentation skills will be an important outcome from the course work of this subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Processes (3681)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The subject is an introduction to Earth surface processes including weathering of rocks and minerals; soil and regolith description and genesis; ground and surface water hydrology; landscape history and the processes and nature of some particular Australian landscapes. The subject also outlines the implications of these features and processes for society.

## Class Contact

---

One two-hour lecture and one three-hour practical a week plus a one day field class, plus a weekend.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to describe and identify the main weathering products of rocks and minerals; recognise and describe basic soil and regolith materials; use the basic concepts of groundwater and surface hydrology for understanding the hydrological processes in a catchment; use topographic maps and stereographic aerial photographs in observing the landscape; and understand the major landscape processes, particularly how they sculptured the Australian landforms.

## Prerequisite

---

Dynamic Earth.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Heritage Preservation (3693)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

One two hour lecture and three hours of tutorial/practical classes a week.

## Syllabus

---

Collections of our natural and cultural heritage are held in museums, galleries, libraries, archives, historic houses, archaeological and historic sites, cultural centres, national park information centres, and in university and government departments. This subject shows how the storage, display, use and transport of such collections can cause their deterioration. Discussed are the problems created by light, temperature and relative humidity, air pollution, micro-organisms, insects and other pests, and their control. Also covered are handling, disaster mitigation and salvage of collections following a disaster.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to understand the causes of deterioration to cultural collections by temperature, relative humidity, light, air pollution and pests, and their control; apply this knowledge to ensure the safe storage, display and transport of works of art, and prepare a plan to deal with the event of a disaster striking a cultural institution or site and to carry out emergency rescue of material after a disaster, and carry out an environmental survey of a cultural collection.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Industry Project Scheme (3712)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject students should be able to demonstrate high level skills acquired during the course of the tourism program; to demonstrate successful liaison and consultation with the tourism industry; to develop and bring to fruition a high quality report incorporating research and analytical skills.

## Prerequisite

---

Permission from the Head of School.

## Syllabus

---

Under the guidance of the Tourism Industry Project Scheme Co-ordinator, students prepare and present proposal and a high quality report on an approved topic for a tourism enterprise or organisation. The subject is normally available only to students in their final year. Students are required to demonstrate that they have acquired the appropriate level of skills in liaison, research, analysis and written reports for the tourism industry.

## Class Contact

---

By consultation with the lecturer in charge.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Public Relations Practice G (3724)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Four hours a week (2 two-hour seminars).

### Syllabus

---

This practical postgraduate subject concentrates on the technical skills, routines, and implementation activities of the profession of public relations. It aims to develop proficiency in several specialised public relations writing tasks (eg media releases, newsletters, proposal and report writing, script and speech writing, annual reports and feature articles). The subject also introduces and develops a familiarity with the technology used for the production of public relations material. Another aspect of the subject is its focus on considerations for the co-ordination of various public relations tasks (eg media management, crisis and issues management, event management, promotional activities, press launches/conferences, creative briefing-sessions and campaign management).

### Prerequisite

---

Marketing Communication G.

### Learning Outcomes

---

With the completion of this subject students will have a developed understanding of public relations methods, tools and techniques; gained a familiarity with modern technology and its application in the modern public relations environment; know how to write for varying public relations tasks; developed a knowledge of how to co-ordinate public relations tasks, and a developed knowledge of how to implement public relations plans.

## Unit: Business Management (374)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Four hours a week.

## Learning Outcomes

---

On successful completion of this subject students will have developed the ability to apply business management theories and techniques to a variety of business planning and management issues; developed skills in communicating technical information in written reports and oral presentations, summarising business reports; acquired practical experience in business decision-making; gained an appreciation of differences in group and individual collaboration and decision-making; plus learnt to integrate a variety of subject matter and divergent theoretical perspectives.

## Prerequisite

---

For final year students in the Bachelor of Commerce in Management Sciences degree and Bachelor of Commerce in Banking and Finance students.

## Syllabus

---

This is a composite subject designed to bring together business management theories and methods previously studied in the areas of accounting, finance, economics, law, quantitative methods, marketing and systems analysis and to apply them to management challenges in a range of organisations including new ventures. Topics include life cycle models of the firm, strategic business planning and management, financial analysis, identification and evaluation of alternative business models, entrepreneurship and the creation and management of innovation, alternative models of organisational design structure, human resource management, problems and issues in business growth, performance evaluation, ethical, cultural and gender issues from an Australian and global perspective are taken into account.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Management of Archives (3752)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Through reading, research and active participation, students who successfully complete this subject should be familiar with most of the terminology, many of the issues and some of the literature, of archival management; have an appreciation of the nature and range of unpublished archives and research materials and their value to researchers and scholars; understand the major archival management practices and challenges in archival organisations generally, and in some specific repositories in particular; understand how some archival organisations are meeting these challenges; have experience working in a team to investigate, research and analyse a specific issue of archival management.

## Syllabus

---

This subject introduces students to the use and management of documentary evidence. It examines the nature and range of unpublished research materials available in Australian archival repositories and manuscript libraries, and the problems arising from the acquisition, organisation, control, storage and access of multi-formats.

## Class Contact

---

One and one half hours of lectures and one and one half hours of tutorial.

## Prerequisite

---

Two first year subjects in Library and Information Studies or Office Management, or other relevant two first year subjects by permission of the Program Director.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Hospitality Operations G (3753)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

See subject 003754 Hospitality Operations.

## Class Contact

---

One and one half hour lecture, and one and one half hour tutorial.

## Learning Outcomes

---

See subject 003754 Hospitality Operations.

© 2004-2019 University of Canberra

## Unit: Hospitality Operations (3754)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

One and one half hour lecture and one and one half hour tutorial.

## Learning Outcomes

---

When you satisfactorily complete this subject, you should be able to use, in context, accounting terms and principles common in the tourism industry; translate simple hospitality accounting transactions into a set of annual records appropriate to a tourism business; use simple ratio analysis and interpretation procedures to critically evaluate hospitality financial statements; and compile, from costing data, the expenditure needs of a hospitality production subject.

## Syllabus

---

This subject provides students with the knowledge, skills and competencies to examine financial records of tourism organisations, and to identify the essential components of tourism financial recording.

## Prerequisite

---

Completion of at least four semesters of study, or permission of the lecturer.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Information Retrieval (3758)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Introduction to Information Management and Information Management Planning *or* two first year subjects in Library and Information Studies *or* Office Management, *or* by permission of the Program Director.

## Class Contact

---

One hour lecture and two hour tutorial.

## Syllabus

---

This course aims to introduce students to the concept of information retrieval with particular emphasis on retrieval from electronic systems.

## Learning Outcomes

---

Through reading, research and active participation, students who successfully complete this subject should be able to access and evaluate basic electronic information sources; appreciate some of the information retrieval challenges facing organisations generally, and information agencies in particular, in the light of technological developments; and understand how some organisations are meeting these challenges.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Management of Archives G (3764)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Corequisite

---

Foundations of Information Services G.

## Class Contact

---

One and one half hours of lectures and one and one half hours of tutorial.

## Syllabus

---

see subject 003752 Management of Archives.

## Learning Outcomes

---

see subject 003752 Management of Archives.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law of Obligations LLB (3858)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject, participants will acquire a basic knowledge of the nature of civil obligations and in particular the relationship between those obligations recognised in the law of torts, those in the law of contract and those restitutionary obligations dealt with towards the conclusion of the subject; acquire an understanding of the development of torts law and its present day scope, as well as issues of policy arising in tort liability; acquire a thorough understanding of the nature and scope of the most important torts; acquire an understanding of the nature and scope of the law of restitution (sometimes referred to quasi-contract or unjust enrichment) and a basic awareness of equitable and fiduciary obligations; and participants will have demonstrated a sound capacity for legal analysis and legal problem solving in torts and restitutionary law.

## Class Contact

---

Four and a half hours a week.

## Prerequisite

---

Course entry and Law 1: Legal System and Law 2: Legal Method or equivalent. Students must have successfully completed study in the Law of Contracts or be undertaking study in that subject contemporaneously with this subject.

## Syllabus

---

This subject is designed to introduce participants to the scope of civil obligations in Australia and to provide participants with an understanding of the policy and principles governing the law of torts and the law of restitution. The emphasis of the course is on the law of torts.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Property Law (LLB) (3863)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

An understanding of the rules relating to real property, their origin and current application; an ability to apply the relevant rules and to predict their operation; familiarity with real property transactions and related documents; an ability to find the relevant law and law reform proposals relating to real property; an ability to analyse applicable policies underlying rules relating to real property; improved skills in legal research and writing, critical analysis, legal problem solving, advocacy, client presentation and communication.

## Class Contact

---

Three hours of lectures and one hour of tutorial a week.

## Prerequisite

---

Entry into the Graduate LLB Program and Law 1 Introduction to Law.

## Syllabus

---

The aim of this subject is to give students an understanding of property law in general and land law in particular. The course begins with consideration of the concept of property; personal, intellectual and real, but concentrates on the law relating to ownership and transfer of interests in land. The system of land tenure; the nature of equitable and legal estates in real property; methods of registration, acquisition and alienation of proprietary interests in land, as well as the transactions involved, are specifically considered

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Equity LLB (3865)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will provide students with a grounding in the principles of equity and equitable remedies. The subject also examines nature of the trust, the concept of fiduciary duties and the capacity, duties and powers of trustees. The aim of this subject is to provide students with a thorough grounding in equitable doctrines and remedies and the law of trusts. The subject builds on prior study of equitable principles in Law 2 Contract (LLB) (003853) and Property Law (LLB) (003863).

## Prerequisite

---

Entry into the Graduate LLB Program and Law 1 Introduction to Law.

## Learning Outcomes

---

On completion of the course of study in this subject, students will have a sound understanding of the principal doctrines and remedies of equity; be familiar with the history of equity, the way in which equitable principles have developed and the relationship of equity to the common law; understand the leading contemporary critical analyses of equitable principles and the potential for future development of those principles; be able to provide advice on the application of equitable principles to given fact situations; and have developed skills in advocacy, legal research and writing and the presentation of advice to clients concerning the application of equitable principles.

## Class Contact

---

Five hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums



## Unit: Commercial Law M1 (3876)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject involves a detailed study of the law of contract which affects many areas of activity. The course commences with a study of the nature of contract and the elements essential to its formation - intention to create legal relations, offer and acceptance, agreement on terms, consideration, parties and legality. Other topics include the study of consumer contract, Part V of the Trade Practices Act and Sale of Goods legislation.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Commercial Law M2 (3877)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to familiarise students with the law affecting the main types of commercial associations used for private enterprise. Partnerships and corporations are examined, with most attention being given to the latter. Both the practical and theoretical aspects of the law relating to the internal structure and the external relations of these organisations will be studied. The topics in relation to corporations will include incorporation, the constitution of the company, share capital and loan finance, issues to the public, the rights duties and liabilities of directors, other officers and shareholders, the accounts and audit requirements, corporate finance, company liquidations, takeovers and securities regulation.

## Learning Outcomes

---

Students will understand the essential features of Corporations Law and the law relating to partnerships and be aware of reform proposals and policy issues associated with Corporations Law. Key skills which will be developed are the abilities to analyse factual problems and apply the law to resolve the issues and to critically analyse existing law and reform proposals from a legal and policy perspective.

## Prerequisite

---

Commercial Law M1.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Commercial Law M3 (3878)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

At the end of this course students will be able to explain, both orally and in writing, the specific operation of the tax laws covered and the basic principles underlining these laws; and to undertake analysis of the tax laws and apply the principles and concepts to factual situations to solve basic tax problems.

## Syllabus

---

This subject provides students with a basic knowledge of the income taxation system in Australia. It examines the concepts involved in determining liability for tax of a variety of tax significant entities.

## Prerequisite

---

Commercial Law M1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting M3 (3881)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Accounting M3 examines strategic issues of Management Accounting in addition to practical control issues. The emphasis is on developing the ability to report on management issues; analysis, interpretation and drawing conclusions. Mathematical or operational research techniques are used in conjunction with the text which demonstrates the practical applications of such techniques. Particular attention will be given to describing and analysing the organisational context in which management accounting occurs.

## Learning Outcomes

---

On completion of this subject the student will have an understanding of the control environment of the firm or organisation; be able to critically evaluate management accounting systems designed to capture product and cost information in manufacturing environments; have learned about various statistical techniques necessary for the building of cost models for managerial analysis and decision-making. The student will have improved their spreadsheet skills using Excel or another spreadsheet package. The student will have examined the structure and strategy of organisations and the role of management accounting systems in supporting intra-organisational transfer pricing arrangements and be familiar with approaches to managerial performance evaluation in both service and manufacturing organisations.

## Prerequisite

---

Accounting M2.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting M4 (3882)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

After completing this subject you will have an understanding of the accounting standard setting framework; be able to apply the financial reporting techniques covered in the course; have sufficient understanding of financial reporting to begin studying the financial reporting components of the ASCPA's CPA program and The ICAA's professional year program; be aware of some of the research literature, research data sources and research techniques used in financial reporting research.

## Prerequisite

---

Accounting M1.

## Syllabus

---

This subject is designed to extend the introductory material presented in previous accounting subjects. The subject examines the practice and theory of financial reporting by companies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting M5 (3883)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

After completing this unit students should be able to define auditing; understand the scope and extent of the auditor's responsibilities and related ethical behaviour; describe the audit process and perform basic procedures in the audit process; and read and interpret an auditor's report. In addition to having acquired subject specific knowledge, students should also have improved their generic skills, such as report writing; problem solving; the ability to act and think independently; the ability to collaborate with colleagues; and skills in the use of information technology.

## Prerequisite

---

Accounting M4.

## Syllabus

---

This subject introduces the concepts and practices of financial statement auditing. First, the subject examines the role of auditing and the duties and responsibilities of statutory auditors. Special emphasis is given to professional ethics. The subject then looks at how financial statement audits are conducted in both manual and computer-based environments.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Finance M1 (3885)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students will be able to apply a best practice framework for financial decision-making in the areas of capital investment; capital structure; dividend policies; and working capital management. Students will also have an appreciation of the relationship between, and measurement of, risk and return; the types and uses of derivative instruments; and globalisation in a financial context. Students will also be able to read the financial press with confidence. In addition, students will have enhanced a range of generic skills, with special emphasis on analytical skills, such as the ability to interpret data and reports, and appreciative skills such as the ability to receive, evaluate and react to new ideas.

## Class Contact

---

Three hours a week. This subject is also offered in flexible mode.

## Syllabus

---

Finance M1 aims to provide students with analytical techniques for the efficient financial management of business. These techniques are developed within the framework of modern theories of finance. Topics include the goals and functions of finance, financial mathematics, methods of valuation, risk analysis, capital structure, methods of financing operations, dividend policies, and derivative and convertible securities. Students should emerge from the subject with a thorough appreciation of the roles of debt, risk and performance measures in financial management.

## Prerequisite

---

Accounting M1; Quantitative Methods G.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Corporate Planning Techniques M (3887)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Quantitative Methods G (3889)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (HTIT, Face-to-Face)

## Syllabus

---

This subject is intended mainly for students in business administration and management science and deals with the ways in which statistical techniques can be used to analyse quantitative information in those disciplines. Topics include populations and samples; the presentation and interpretation of data; measures of central tendency and variability; index numbers; simple linear regression and correlation; basic time series; basic probability; the binomial, Poisson and normal distributions; estimation and hypothesis testing. Analyses will use Microsoft Excel.

## Learning Outcomes

---

a student will be expected to be able to understand the nature and consequences of natural variability in data; summarise data graphically and statistically, manually or via a computer package; understand and interpret economic index numbers; understand the nature of a time series and how it may be analysed; estimate and test parameters in simple cases; understand basic statistical terminology in publications.

## Class Contact

---

Up to three hours of lectures and one two-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Administrative Law G (3894)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

See undergraduate subject. The subject also examines aspects of the Commonwealth Freedom of Information Act and the Privacy Act.

## Prerequisite

---

Concepts and Elements of Law G or equivalent.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Ethics M (3908)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- UCT4 (ECUST, Face-to-Face)
- S1 (ECUST, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- UCT3 (HTIT, Face-to-Face)

## Learning Outcomes

---

This subject is designed to provide students with an understanding of the "modern" role of ethics as a discrete discipline for effectively weighing and applying conflicting interdisciplinary and intra-disciplinary considerations in business practice. In particular, students will receive a thorough introduction to traditional deontological and teleological ethical theory; learn to recognise the elements of traditional ethical theory found in legal rules applicable to business managers; and learn to appreciate the limitations of legal rules in their application to business managers.

## Prerequisite

---

Completion of first year of MBA program.

## Syllabus

---

This subject aims to provide students with an awareness of the ethical environment of business. The subject adopts a problem oriented and practical approach to the identification of ethical dilemmas and to the handling of ethical problems faced by business managers in Australia. The subject has three main segments. It begins with a discussion of theoretical writings on the nature of ethics drawn from philosophical and historical sources. This is followed by an analysis of the ways in which ethical dilemmas are resolved by other professional groups with detailed codes of ethics, such as lawyers and accountants. Finally, the subject presents students with particular ethical situations encountered by business administrators.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Concepts & Elements of Law G (3912)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

## Learning Outcomes

---

See undergraduate subject Concepts and Elements of Law.

## Class Contact

---

Three hours a week.

## Syllabus

---

The subject aims to introduce the student to the legal framework of society, and the operation of the legal system, and to show some of the ways in which law and the legal system influence and are affected by society as a whole. The main areas of study (which will be dealt with in an integrated way) are a discussion of the social role of law and the legal system; the sources of Australian law and the operation of the court system; the role of legislation in modern society, with some attention to the law-making function of Parliament and the principles and practice of statutory interpretation; common law and equity, including the doctrine of precedent, involving analysis of judicial decision-making.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Corporate Law Thesis M (3916)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

A candidate will be required to conduct research on an approved topic. The work will include a review of the literature and preparation of a thesis demonstrating an understanding of the state of knowledge in the area of the inquiry. The required size of this research project will vary according to the amount of approved course work undertaken as part of the degree.

## Prerequisite

---

Acceptance for candidature to the masters program.

© 2004-2019 University of Canberra

## Unit: Corporate Law Thesis M:PT (3917)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

A candidate will be required to conduct research on an approved topic. The work will include a review of the literature and preparation of a thesis demonstrating an understanding of the state of knowledge in the area of the inquiry. The required size of this research project will vary according to the amount of approved course work undertaken as part of the degree.

## Prerequisite

---

Acceptance for candidature to the masters program.

© 2004-2019 University of Canberra

## Unit: Criminology G (3918)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Concepts and Elements of Law G or equivalent.

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject examines criminology from a sociological perspective. Early approaches to the systematic investigation of criminality and the phenomenon of crime will be discussed and evaluated. The growth of criminology as a relatively integrated body of theories will be discussed and evaluated. The growth of criminology as a relatively integrated body of theories will be discussed from the early contributions. The conceptual and methodological principles of these theories will be discussed and critically analysed. Recent trends in criminological theory will be examined, including the focus of attention upon the role of victims in transactions of crime. Special attention will be given to the operation of the criminal justice systems and to the components of such systems; the police, the judiciary, the legal profession, probation and parole, and prisons. Students will be expected to participate in institutional visits and to undertake field observation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Criminology M (3919)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Course entry requirements.

## Syllabus

---

Students will be introduced to the distinction between social deviance, social disorganisation and crime. A critical review of theories of crime and deviance will include a critical examination of theory and methodology. Students will apply their knowledge in analyses of contemporary issues, including sentencing options as these relate to punishment, restitution and rehabilitation. Where possible students will report on appropriate field trips.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Securities Regulation M (3920)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject provides a detailed examination of laws governing the securities markets, the licensing of dealers and the operations of stock exchanges. The specific provisions of the Corporations Law regarding securities and dealings in securities will also be examined, particularly those provisions relating to takeovers and market practices such as insider trading, market rigging and stock market manipulation, which will be looked at in the light of current case studies in order to highlight key policy issues and the requirements for successful regulation of securities markets. Students will also study the role of the Australian Securities Commission and of others associated with the regulation of the securities market and policy advice in this area. Utilising current case studies and empirical research, the subject aims to develop a deeper understanding of the law in practice and key policy issues in regard to securities regulation.

## Prerequisite

---

Course entry requirements.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Development Economics G (3922)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Macroeconomics G or Microeconomics G or permission of the lecturer.

### Syllabus

---

The aim of this subject is to develop in students an ability to apply economic analysis to the problems less developed countries face in attempting to improve the economic welfare of their people. Topics include the characteristics of less developed countries, the dynamics of population growth and the economic implications of rapid rates of population growth, major theories of economic development, problems of industrialisation and under-utilisation of the labour force, the economic implications of recent agricultural developments, the role of the government and of financial institutions, the contribution of foreign aid and multinational corporations, the relationship between economic growth and income distribution, and an appraisal of development planning. Graduate students will prepare a major assignment which applies the body of development economic theory to a selected developing country.

### Class Contact

---

Three to four hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Environmental & Resource Economics G (3927)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

The subject gives a comprehensive coverage of the economic theory of environmental and resource issues. It integrates economic and ecological analysis using practical case studies. Management issues such as the roles of markets and regulation and examined. Graduate students will prepare a major assignment which applies environmental economic theory to a selected environment in the ACT such as a suburb, retail precinct, school, park or landfill.

### Prerequisite

---

Microeconomics G or permission of the lecturer.

### Class Contact

---

Three to four hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Family Law G (3928)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Studies the law and the context which affects the formation and regulation of families in our changing society. It focuses on the formation and dissolution of marriage, decision-making about children, property division, effects of violence, and the indeterminacy of Family Law. Other issues focused on include: Part VII of the Family Law Act and the implementation of the best interest test, emphasis on mediation and private ordering, relocation and the changing legislations impact on defactos, same-sex couples and transsexuals.

## Prerequisite

---

Concepts and Elements of Law G or Equivalent.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Students learn to: discuss the application of legislative provisions and case law in a given hypothetical factual situation involving a family law dispute; engage in critical analysis of aspects of family law; identify and research family law materials; develop coherent oral and written analysis of contemporary issues in family law; be able to look at the law holistically and contextually.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Business Environment M (3937)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- UCT4 (NINGBO, Face-to-Face)

### Class Contact

---

At least 39 hours of classroom and structured learning per semester.

### Learning Outcomes

---

At the completion of the subject students will be able to: demonstrate an understanding of international trade theory, counter trade, international financial markets and theory of customs union; observe current trends in the global markets and identify major areas of growth and stagnation; explain trends in regional and global economics integration; demonstrate an understanding of economic and trade developments of a specific country; explain the various modes of entering the international market pursued by international business; explain the arguments for the against foreign direct investment from the viewpoints of firms, nation-states, and other interest groups; demonstrate an understanding of the international business relations of a specific corporation.

### Syllabus

---

This subject provides an overview of the international trade and financial environment within which business must function. Some broad topics which are covered are: changes and trends in the global economy; production in the international firm; comparative advantage and the basis for international trade. This subject provides an overview of the international trade and financial environment within which business must function.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Economics G (3938)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three to four hours a week.

## Syllabus

---

This subject comprises a study of the principles of international trade, and their application to the Australian economy. Topics include a survey of the theories of international trade; the economic effects of protection; the analysis of the balance of payments; the classical doctrine of comparative costs; policy projections for external and internal balance; capital flows and foreign investment; the rate of exchange; the problem of international liquidity; international monetary institutions; international trade and development; customs, unions, and trade liberalisation.

## Prerequisite

---

Either (a) both Macroeconomics G2 and Microeconomics G2, or (b) both Microeconomics G and Macroeconomics G and permission of the lecturer in charge of the subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Trade Law M (3941)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- UCT3 (NINGBO, Face-to-Face)
- UCT2 (ECUST, Face-to-Face)

## Syllabus

---

The object of this course is to provide students with an understanding of the legal environment in which international trade and commerce are conducted by Australian business entities. The course will examine the private and public law aspects of international trade and commerce. The private law component will deal with transactions, such as sale of goods, forms of payments, and related issues such as shipping law and insurance law and private international law aspects with particular reference to dispute resolution. The public law component will consider the impact of Australia's international obligations, both multilateral and bilateral, on the conduct of trade and commerce. It will also consider the arrangements for international capital movement, foreign exchange and currency control, tax and the principles of international law relating to contracts and dispute settlement and arbitration. It is proposed that the course will incorporate case studies of particular international arrangements, such as the co

## Prerequisite

---

Course entry requirements.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Law of Business Transactions G (3949)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Refer to subject 001610 Law of Business Transactions.

## Prerequisite

---

Concepts and Elements of Law G or equivalent or Introduction to Business Law or equivalent.

## Learning Outcomes

---

Refer to subject 001610 Law of Business Transactions.

## Class Contact

---

Two hours of lectures and one hour tutorial class a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Law of Communications G (3950)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Refer to subject Law of Communications

## Class Contact

---

Two hours of lectures and a one hour tutorial a week.

## Syllabus

---

This subject is of particular relevance to authors, journalists, librarians, and those closely involved in the activities of the mass media. Its aim is to survey the significant limits placed in Australia upon the freedom of speech, and to examine the restrictions placed upon access to and use of information owned by private individuals or governments. The course concentrates on defamation, contempt of Court and Parliament, copyright law, obscenity and confidential information.

## Corequisite

---

Concepts and Elements of Law G or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legal Studies Dissertation M (3952)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legal Studies Dissertation M:PT (3953)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Macroeconomics G3 (3956)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three to four hours a week.

## Prerequisite

---

Microeconomics G, Macroeconomics G, Macroeconomics G2.

## Syllabus

---

This subject surveys current issues in advanced macroeconomics theory in the Australian economy with a particular emphasis on the role of money. Topics include macroeconomics debate, monetary targeting, prices and incomes policies, budget deficits and government debts. Various aspects of open economy macroeconomics are examined, including internal and external balance; the effects of devaluation; inflation and unemployment; the absorption, elasticities and monetary approaches to the balance of payments and exchange rate determination; the co-ordination of macroeconomic policy.

## Learning Outcomes

---

On completion of this subject, students should be able to demonstrate a sophisticated understanding of the macroeconomic problems that confront Australia; to be able to apply the techniques of economic analysis to those problems show an appreciation of the social and political environment in which policy measures must operate; communicate economic ideas clearly both orally and in writing.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Macroeconomics G (3957)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject explores issues such as national income, unemployment, inflation, trade, exchange rates and debt. It develops a model of national income determination within an open economy and examines the ability of Governments to influence a nation's economic well-being with fiscal and monetary policy. Distributional consequences of different policy options are considered as well as possible trade-offs between various macroeconomic goals (inflation and unemployment, internal and external balance). This leads to an examination of alternative policy measures including wages policy, labour market reform and microeconomic reform. Special reference will be made to current Australian conditions wherever appropriate.

## Class Contact

---

Three to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Macroeconomics G2 (3958)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject extends the material covered in Macroeconomics G. It examines rigorously the various components of the IS/LM model including consumption, investment, the demand and supply of money and the effect of fiscal and monetary policy. It extends this standard model to incorporate the reality of an entire spectrum of interest rates, financial capital markets and expectations concerning future inflation, future interest rates as well as future policy actions. Other topics covered are aggregate supply and demand analysis, macroeconomic policy for the open economy under alternative exchange rate regimes, economic growth and the problems of inflation and unemployment.

## Class Contact

---

Three to four hours a week.

## Prerequisite

---

Macroeconomics G and Microeconomics G.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing Research Methods (3965)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- UCT3 (AIM, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)
- UCT4 (HIE, Face-to-Face)
- UCT2 (WBC, Face-to-Face)
- UCT4 (WBC, Face-to-Face)
- S1 (WBC, Face-to-Face)
- S1 (HIE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1A (IAL, Legacy)

### Prerequisite

---

Marketing or Measurement in Sport, or with special permission from the lecturer.

### Learning Outcomes

---

Students who complete this subject will be able to: define a research problem or opportunity; set research objectives; develop research methodologies and instruments; conduct secondary and primary research; enter data into statistical software system; analyse data and extract significant outputs; write and present in a professional manner the recommendations; work in a team and develop strong client interaction skills.

### Class Contact

---

Two hour lectures and one and one half hour tutorials.

### Syllabus

---

Students will engage in an industry based experiential-learning project. This subject will introduce students to qualitative and quantitative research techniques, as well as computer-based analysis software. These skills will be developed and will be used to solve a marketing problem and assist in the marketing strategy development.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum



- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Microeconomics G (3967)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three to four hours a week.

## Syllabus

---

This subject is designed to provide the basic tools required in analysing individual and organisational economic decision making. Topics include fundamentals of supply and demand analysis, consumer equilibrium theory including utility and indifference approaches, production theory; production functions and analysis of short and long-run costs of production, market structures and objectives of the firm, pricing policies and methods, market failure, welfare and public policy issues and an explanation of microeconomic reform.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Microeconomics G2 (3968)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will focus on the development and application of microeconomic principles. The theoretical component will consolidate and extend the material presented in the introductory course, covering the areas of consumer and producer behaviour in competitive and non-competitive environments, market failure and the role of Government; industry structure, conduct and performance. The applied component will be based on the analysis of a variety of managerial and public policy issues. Emphasis will be placed on the application of economic principles to these issues, taking into account the relevant social, political and institutional background.

## Prerequisite

---

Microeconomics G.

## Class Contact

---

Three to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Microeconomics MBA G (3969)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three to four hours a week.

## Syllabus

---

This subject is designed to provide the basic tools required in analysing individual and organisational economic decision making. Topics include fundamentals of supply and demand analysis, consumer equilibrium theory including utility and indifference approaches, production theory; production functions and analysis of short and long-run costs of production, market structures and objectives of the firm, pricing policies and methods, market failure, welfare and public policy issues and an explanation of microeconomic reform.

## Prerequisite

---

Admission into the MBA program.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Organisational Behaviour G (3971)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject covers the systematic study of behaviour in organisations and issues of control and coordination in the workplace. It examines the interactions of individuals, groups and organisational influences. The subject covers individual attributes, group dynamics, workplace culture, design, stress, power, conflict, leadership and change management.

## Prerequisite

---

Course entry requirements.

## Class Contact

---

Three and a half hours a week.

## Learning Outcomes

---

On completion of this subject it is expected that the students will be able to analyse incidents, events and circumstances that impact on human behaviour in organisations; relate the analysis to the various organisational perspectives and theoretical concepts presented on this course; suggest ways that the outcome of these incidents and events could have been altered if the relevant theoretical perspectives and concepts had been applied.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Property Law G (3976)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours of lectures and one hour of tutorial a week.

## Learning Outcomes

---

Refer to subject 003863 Property Law (LLB).

## Syllabus

---

Refer to subject 003863 Property Law (LLB).

## Prerequisite

---

Concepts and Elements of Law G or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Literary Studies 1 (399)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered (Also available in: 2007)

## Syllabus

---

Features an introduction to some "classic" texts (eg Homer, the Bible) which at the same time explores the way in which such texts can be appropriated by later authors. It also focuses on the kind of text (eg Hamlet) which generates a vast, and apparently endless, body of exegesis.

## Learning Outcomes

---

On completion of this subject it is expected students will be able to analyse the various processes involved in the construction of a classic, and formulate their own creative and critical responses to some of these works.

## Class Contact

---

Two one-hour lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Theory & Practice of Coaching 1 (4002)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Two one-hour lectures and one two-hour tutorial a week.

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to have an understanding of the coaching methods required for different sporting populations; be able to construct basic coaching plans for athletes; and have an understanding of basic conditioning principles related to athlete development.

### Syllabus

---

This subject introduces the prospective coach to the profession of coaching. Lecture topics include coaching pedagogy, coaching styles, lesson planning and conditioning principles. In the laboratory/tutorial sessions students will observe and evaluate techniques employed by master coaches. Class members will also be introduced to several methods of measurement for sports performance. At the completion of this subject students will be expected to hold a level 1 coaching certificate.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Communication Traditions (4013)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

### Syllabus

---

The subject introduces students to key concerns and ideas in some major traditions in communication scholarship from North American, European, East Asian and Australian contexts. Lecture content begins in the Enlightenment era but the focus is principally within the period from the imperial world of the late 19th century to the present phase of globalisation. Selected practical concerns, intellectual influences and constructs, and communication policy issues, are examined in each tradition. The subject explores how the experience, understanding and governance of communication are shaped within different temporal, spatial and cultural contexts.

### Class Contact

---

Two hours lectures and one hour tutorial per week.

### Prerequisite

---

Introduction to Communication or consent of the Head of School.

### Learning Outcomes

---

Students will have a basic familiarity with the main features of some major communication traditions; a basic sense of the relationship between historical and cultural context and communication technology, practice, and experience in selected traditions, especially from the later 19th century; a preliminary understanding of how selected developments in communication have been reflected in communication theory and policy development in particular geopolitical settings; a preliminary understanding of how communication has been analysed within particular traditions that over time have become increasingly exposed to globalisation.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Literary Studies 6 (4055)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject it is expected students will be able to formulate the role of literature in our time; critique current literary and cultural trends, and evaluate the idea of "the Canon".

## Syllabus

---

A study of Modernism in literature of the twentieth century, with special attention to the authors of the period 1900-1930 and the idea of "the Canon."

## Prerequisite

---

Literary Studies 5 or permission of Head of School.

## Class Contact

---

Two one-hour lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Microeconomics 2 (4076)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three to four hours a week.

## Syllabus

---

This subject will focus on the development and application of microeconomic principles. The theoretical component will consolidate and extend the material presented in first year, covering the areas of consumer and producer behaviour in competitive and non-competitive environments, market failure and the role of Government; industry structure, conduct and performance. The applied component will be based on the analysis of a variety of managerial and public policy issues particularly microeconomic reform. Emphasis will be placed on the application of economic principles to these issues, taking into account the relevant social, political and institutional background.

## Learning Outcomes

---

On completion of this subject, the student should have an understanding of the microeconomic principles relating to consumer and producer behaviour, the market for factor inputs, market failure and the role of government and be able to apply them to real world issues, particularly in the area of public policy.

## Prerequisite

---

Microeconomics 1 or Economics 1A.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Politics in Developing Nations (4080)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

One two-hour lecture and a one-hour tutorial a week.

### Syllabus

---

This subject provides students with an introduction to politics in developing nations, especially those of the Asia-Pacific region.

### Prerequisite

---

Politics and Democracy and/or Australian Politics 1.

### Learning Outcomes

---

On completion of this subject students will: understand the historical context of politics in developing nations; appreciate the complexity, distinctiveness and diversity of politics in developing countries; be able to link conceptual and theoretical ideas to political practice in developing countries; be able to analyse and explain political events in developing countries and effectively communicate this information.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Administration of Sport M (4084)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines the behavioural and structural factors affecting the administering of sport as well as many topics and skills that a person should have to perform as a sports administrator. The subject will focus on organisational change, finance management, fundraising, strategic planning, human resources management, safety/risk management, facility management/design and ethics. Different approaches to management and leadership will be examined. The course will also enable students to both develop an understanding of the theoretical bases of management as well as to apply that knowledge in specific practical situations.

## Prerequisite

---

Permission of the Head of Sports Studies.

## Class Contact

---

Fours hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Resources in Sports Studies M (4085)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Permission of the Head of School.

### Syllabus

---

This subject guides students into advanced level research practices in the sports humanities. Various types of sources are considered such as archival, private collections, institutional records, newspapers, biographical and audiovisual material. The strengths and weaknesses of each source are considered, along with strategies to check those strengths and weaknesses. Students will be introduced to the various sorts of sources along with their locations. This will involve the teaching of research tactics in archives, private holdings, institutional collections, and appropriate electronic data bases; how to develop a research approach; how to organise and collate research and how to begin processing it. The emphasis will be upon practice rather than theory, and upon directing the subject towards the specific needs of students.

### Class Contact

---

Four hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Doctoral Thesis in Applied Science D:PT (4090)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Class Contact

---

As required. Minimum two hours a week for full-time students.

### Syllabus

---

This program is designed to provide an opportunity for high calibre graduates to undertake scholarly postgraduate research in a field of study taken from one of the following areas of expertise within the Division; Cultural Heritage Science, Human and Biomedical Science, Nursing Science, Resource and Environmental Science. Successful completion of the program requires candidates to conceive, design and carry to completion a piece of original research which, in the opinion of three independent assessors of recognised standing, adds substantially to existing knowledge and understanding of the field of study; demonstrate a thorough knowledge of the scientific literature in their field of study and be aware of current or potential areas of contention likely to form the focus of future research in their field; develop the skills necessary for communicating the results of their work effectively to other professionals in their field of study; demonstrate a high degree of scholarship.

### Referenced Courses

---

- 232AA Doctor of Philosophy (Applied Science)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Applied Science D:FT (4091)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Class Contact

---

As required. Minimum two hours a week for full-time students.

### Syllabus

---

This program is designed to provide an opportunity for high calibre graduates to undertake scholarly postgraduate research in a field of study taken from one of the following areas of expertise within the Division; Cultural Heritage Science, Human and Biomedical Science, Nursing Science, Resource and Environmental Science. Successful completion of the program requires candidates to conceive, design and carry to completion a piece of original research which, in the opinion of three independent assessors of recognised standing, adds substantially to existing knowledge and understanding of the field of study; demonstrate a thorough knowledge of the scientific literature in their field of study and be aware of current or potential areas of contention likely to form the focus of future research in their field; develop the skills necessary for communicating the results of their work effectively to other professionals in their field of study; demonstrate a high degree of scholarship.

### Referenced Courses

---

- 232AA Doctor of Philosophy (Applied Science)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis Information Studies D:PT (4092)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2019)

### Syllabus

---

Candidates will be required to undertake original research resulting in a significant contribution to knowledge and/or the application of knowledge within a particular area of specialisation within the fields of communication and information studies. Students may be required to undertake graduate coursework subjects, especially in communication and information research methods, at the discretion of their supervisor. The work is expected to include systematic and searching reviews of the relevant literature, clear statements of aims and objectives, and explication of the methodology of research, and a critical application of communication and information studies theories to the topic under investigation.

### Referenced Courses

---

- 246AA Doctor of Philosophy in Communication

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis Information Studies D:FT (4093)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

Candidates will be required to undertake original research resulting in a significant contribution to knowledge and/or the application of knowledge within a particular area of specialisation within the fields of communication and information studies. Students may be required to undertake graduate coursework subjects, especially in communication and information research methods, at the discretion of their supervisor. The work is expected to include systematic and searching reviews of the relevant literature, clear statements of aims and objectives, and explication of the methodology of research, and a critical application of communication and information studies theories to the topic under investigation.

### Referenced Courses

---

- 246AA Doctor of Philosophy in Communication

## Unit: Doctoral Thesis Fac of InfoSci&Eng D:FT (4094)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Graduate Research Office

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Admission to the course.

### Syllabus

---

A candidate will be required to undertake original research resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a particular area of study in the fields of information sciences and engineering. Candidates are expected to spend the first year of the course refining their final thesis topic. Work done in this period will involve literature surveys and the publication of papers on issues in the general field of study. The remaining years of the course will be devoted to the specific thesis topic. In the first year candidates will undertake any coursework that is necessary to equip them to handle material necessary to undertake multi-disciplinary projects. Candidates will present at least one seminar a year on their work to the Division.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis Fac of InfSci&Eng D:PT (4095)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Graduate Research Office

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Admission to the course.

### Syllabus

---

A candidate will be required to undertake original research resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a particular area of study in the fields of information sciences and engineering. Candidates are expected to spend the first year of the course refining their final thesis topic. Work done in this period will involve literature surveys and the publication of papers on issues in the general field of study. The remaining years of the course will be devoted to the specific thesis topic. In the first year candidates will undertake any coursework that is necessary to equip them to handle material necessary to undertake multi-disciplinary projects. Candidates will present at least one seminar a year on their work to the Division.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Communication D:FT (4096)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2019)

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Syllabus

---

Candidates will be required to undertake original research resulting in a significant contribution to knowledge and/or the application of knowledge within a particular area of specialisation within the fields of communication, cultural studies and information studies. Students may be required to undertake graduate coursework subjects, especially in communication or information research methods, at the discretion of their supervisor. The work is expected to include systematic and searching reviews of the relevant literature, clear statements of aims and objectives, explication of the methodology of research, and a critical application of communication or information studies theories to the topic under investigation. The product may incorporate a substantial creative component.

### Referenced Courses

---

- 246AA Doctor of Philosophy in Communication

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Communication D:PT (4097)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2019)

### Syllabus

---

Candidates will be required to undertake original research resulting in a significant contribution to knowledge and/or the application of knowledge within a particular area of specialisation within the fields of communication, cultural studies and information studies. Students may be required to undertake graduate coursework subjects, especially in communication or information research methods, at the discretion of their supervisor. The work is expected to include systematic and searching reviews of the relevant literature, clear statements of aims and objectives, explication of the methodology of research, and a critical application of communication or information studies theories to the topic under investigation. The product may incorporate a substantial creative component.

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Referenced Courses

---

- 246AA Doctor of Philosophy in Communication

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Doctoral Thesis in Corporate Law D:FT (4098)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Syllabus

---

A candidate will be required to undertake original research resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study within the field of corporate law. The work will include a searching review of the literature, a systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered thesis demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship of the research to the broader framework of the field of corporate law.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Corporate Law D:PT (4099)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Syllabus

---

A candidate will be required to undertake original research resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study within the field of corporate law. The work will include a searching review of the literature, a systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered thesis demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship of the research to the broader framework of the field of corporate law.

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Supervisory Management (4105)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of the equivalent of three full-time semesters of study or work experience at management level.

### Class Contact

---

One and one half hours lecture and one and one half hour tutorial a week.

### Syllabus

---

This subject examines the management processes of planning, organising, controlling, and leading. It examines the history of management thought, but the main focus is on current theory and practice, including the skills needed to be an effective first-level (supervisory) manager and middle manager in the information sector.

### Learning Outcomes

---

At the end of the subject, students should be able to understand the basic terminology and concepts of management theory from the perspective of a first-line supervisor in an information organisation; appreciate the factors involved in effective supervision of staff; have experience of working as a member of a project team.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis Public Sector Mgt D:FT (4106)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Syllabus

---

A candidate will be required to undertake original research resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study within the field of public sector management. The work will include a searching review of the literature, a systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered thesis demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship of the research to the broader framework of the field of public sector management.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis Public Sector Mgt D:PT (4107)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Syllabus

---

A candidate will be required to undertake original research resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study within the field of public sector management. The work will include a searching review of the literature, a systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered thesis demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship of the research to the broader framework of the field of public sector management.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Statistics 1 (4120)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Two hours of lectures and one 90-minute tutorial a week.

## Syllabus

---

This subject introduces students to statistical techniques in a wide range of fields, with a concentration on the biological, health and social sciences. The focus of the subject is the collection, description and analysis of data with an emphasis on exploratory and graphical methods. Students are introduced to the statistical package SPSS. Topics include surveys and experiments; tables and graphs; measures of location and dispersion; basic probability; the scientific method; estimation; hypothesis testing; linear regression modelling; linear correlation.

## Learning Outcomes

---

a student will be expected to be able to understand the nature and consequences of natural variability in data; express a problem in statistical terms; summarise data graphically and statistically, either manually or using SPSS; estimate and test parameters in simple situations; model data by fitting straight lines; understand basic statistical terminology in published material.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Statistics 2 (4121)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

a student will be expected to be able to choose the appropriate statistical analysis, for a given data set, from a range of standard methods; use a statistical computer package to carry out chosen analyses; detect and allow for violations of the assumptions on which analyses are based; present the results of analyses in a form which is suitable for publication.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Prerequisite

---

Applied Statistics 1 or a similar subject.

## Syllabus

---

This subject builds on the foundations laid in a student's first statistics subject and deals with more advanced statistical techniques used in the social, technological and biological sciences. The emphasis is on practice rather than theory and statistical computer packages such as SAS or SPSS are used in analyses. Topics include a revision of statistical inference; the analysis of categorical data using chi-square; goodness-of-fit tests experimental design models; simple regression. Alternative procedures based on non-parametric methods are introduced.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Applied Statistics 3 (4122)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

a student will be expected to be able to determine the information that is required to produce an efficient design for a statistical investigation; construct an efficient design for a statistical investigation in such a way that an investigator would be clear about the procedure to be followed; design a questionnaire which is satisfactory for the intended purpose.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Prerequisite

---

Applied Statistics 2 or Business Statistics 2 or similar approved subject.

## Syllabus

---

The two most commonly used methods for collecting data are experiments and surveys. This subject deals with the design of experiments, considering such topics as randomisation, replication, control of error, power of tests and determination of sample size. The second half of the subject deals with the design of surveys of the type often carried out by governments and private organisations, dealing with such topics as methods of sampling and questionnaire design. Some consideration is given to techniques of analysis but the emphasis is on design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Statistics 4 (4123)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

a student will be expected to be able to understand the principles of linear modelling in data analysis; choose the appropriate statistical analysis, for a given data set, from a wide range of methods based on the linear model; use a statistical computer package to carry out chosen analyses and interpret the results with understanding; present the results of analyses in a form which is suitable for publication.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Prerequisite

---

Applied Statistics 2 or Applied Statistics 3 or a similar approved subject.

## Syllabus

---

Methods of analysis based on the linear model will be considered. Emphasis will be placed on the practical aspects of analysing large data sets, using statistical packages such as SAS and SPSS. Ordinary least-squares estimation will be reviewed and generalised linear modelling will be introduced. Various applications will be considered such as logistic regression. Students will therefore be exposed to a range of linear modelling techniques for both continuous and discrete response variables.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Statistics 5 (4124)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Applied Statistics 4 or similar approved subject.

## Learning Outcomes

---

a student will be expected to be able to understand the nature and properties of multivariate data, and to use this understanding to choose the appropriate statistical analysis, for a given data set, from a wide range of multivariate methods; use a statistical computer package to carry out chosen analyses and interpret the results with understanding; present the results of analyses in a form which is suitable for publication.

## Syllabus

---

This subject deals with methods of analysing multivariate data. The theoretical background to analyses will be presented and statistical packages such as SAS and SPSS will be used. Topics may include matrices and matrix algebra; the multinormal distribution; estimation and hypothesis testing for one and two samples; principal components analysis; discriminant analysis; cluster analysis; multidimensional scaling; factor analysis.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Business Statistics 2 (4125)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Syllabus

---

This subject deals with econometric methods and time series models and their application to problems in economics, finance and business. The emphasis is on the practical issues concerned with specifying, estimating and testing dynamic models using a computer package such as SAS or Shazam. Topics include estimation and the properties of estimators; model selection in simple and multiple linear regression; multicollinearity; heteroscedasticity; serial correlation; models which include lagged variables.

## Learning Outcomes

---

A student will be expected to be able to specify, estimate and test a simple dynamic model for economic data, using a statistical computer package; choose and apply a technique for forecasting an economic variable; understand the econometric content of published material.

## Prerequisite

---

Business Statistics 1 or Applied Statistics 1 or a similar, approved subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Statistics G1 (4126)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A student will be expected to be able to understand the nature and consequences of natural variability in data; express a problem in statistical terms; summarise data graphically and statistically, either manually or using SPSS; estimate and test parameters in simple situations; model data by fitting straight lines; understand basic statistical terminology in published material.

## Class Contact

---

Two hours of lectures and one 90-minute tutorial a week.

## Syllabus

---

This subject introduces students to statistical techniques in a wide range of fields, with a concentration on the biological, health and social sciences. The focus of the subject is the collection, description and analysis of data with an emphasis on exploratory and graphical methods. Students are introduced to the statistical package SPSS. Topics include surveys and experiments; questionnaires; tables and graphs; measures of location and dispersion; basic probability; the scientific method; estimation; hypothesis testing using z, t and F; linear regression modelling; linear correlation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Special Topic Public Communication PG2 (4132)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

Students select from a designated list a problem in public communication, for independent investigation. The topic chosen must be capable of development beyond the level of treatment it receives in the program. It must also be one for which adequate supervision by staff is available. The full list of topics will be made available to students upon application.

### Class Contact

---

Supervision as required.

### Prerequisite

---

Permission of the Head of School.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Topic Public Communication PG1 (4133)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Supervision as required.

### Prerequisite

---

Permission of the Head of School.

### Syllabus

---

Students select a topic in public communication, not covered by a substantial subject elsewhere in their program, for independent investigation. The topic chosen must be one for which adequate supervision by staff is available. The subject may be used as a pilot study for a thesis. The subject expands the range of opportunities for undertaking investigations of problems encountered in public communication.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Research & Writing LLB (4134)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to enhance the traditional and electronic legal research skills of participants and to place them within an advanced theoretical framework, and to give participants a firm grounding in legal writing.

## Learning Outcomes

---

On successful completion of this subject, participants will have demonstrated an enhanced capacity for legal research and a greater awareness of, and capacity for, precision, accuracy and clarity in legal writing. Participants will also understand the historical development of the dissemination of the law; the sources of law in selected overseas jurisdictions and how they are accessed and researched; the nature and relevance of government documentary sources (including extrinsic materials) for legal research and the ways of obtaining such sources; and the elements of legal drafting through writing and presenting legal agreements.

## Prerequisite

---

Laws 1 to 6 or by permission of the Subject Convener.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Finance MBA (4140)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject deals with the financial management of multinational business activities, the operation of international financial markets and the impact of international transactions on domestic firms.

## Learning Outcomes

---

On completion of this subject students should understand the problems associated with the financial management of multinational business activities; have an appreciation of the impact of international diversification of investments by a local firm; understand foreign exchange contracts and exchange rate quotations; be able to explain the relationship between the spot rate, the forward rate, interest rates and inflation rates; be able to suggest ways to manage foreign exchange risk, in particular by using currency options and futures; be able to explain the differences between transaction exposure, exchange rate exposure and translation exposure; understand the impact of international operations on the accounting reports of the local firm; and have increased generic skills in problem solving and written and oral communication.

## Class Contact

---

Three hours a week.

## Prerequisite

---

Business Finance MBA.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Physiology & Anatomy 3 (4142)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an in-depth study of the anatomical and physiological changes that occur throughout the human life cycle from conception to old age. Body systems are studied separately, however, students are expected to integrate this material. By the end of the subject students should have a holistic understanding of the dynamic nature of anatomical and physiological changes that occur throughout the life cycle. The implications of these changes will be explored. This subject is essential for students wanting to extend their understanding of normal physiology before going on to look at disease processes and clinical situations.

## Class Contact

---

One two-hour lecture and one two-hour tutorial a week.

## Prerequisite

---

Human Physiology and Anatomy 2.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to integrate the changes that occur in normal physiology and anatomy over the life cycle; evaluate the implications of these developmental changes; synthesis and apply this knowledge to 'real' situations; communicate their views effectively with others, both verbally and in writing, based on evidence in the scientific literature and class material; and work independently, and in groups, to identify, critically analyse, interpret, debate and/or role play issues raised in the subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums



## Unit: Nutritional Science (4144)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Human Physiology and Anatomy 2 or Human Physiology and Anatomy 1, plus Physiology of Exercise.

## Learning Outcomes

---

At the end of the subject, it is expected that students will be able to describe the key processes associated with the metabolism and interactions of nutrients and other nutritionally important components in food in a human system; interpret the links between diet and components of the diet and major lifestyle diseases prevalent in Australia from a scientific perspective; assess dietary intakes; and recognise and critically evaluate nutrition issues and controversies from a scientific perspective rather than a subjective perspective.

## Syllabus

---

This subject presents both basic and advanced metabolism of nutrients and their interaction and potential adaptive responses in a human system. It also considers the epidemiological links between nutrition and the promotion of health and prevention of disease. Particular emphasis is given to diet-related chronic diseases prevalent in western-style societies including cardiovascular disease, cancer, iron deficiency anaemia, osteoporosis, obesity and eating disorders. Opportunities and resources for self-evaluation of dietary habits, dietary intakes and lifestyle are included.

## Class Contact

---

Three one-hour lectures and one two-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legislative Internship (4150)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject explores the role of parliament in the politics of public policy making primarily in ACT and Commonwealth. Each student will undertake a research project as an intern working an equivalent of 20 hours a week for eight weeks in a national or territorial institution.

## Learning Outcomes

---

Students will gain a detailed knowledge of the theory and practice of legislatures and experience in researching and writing a report in the context of workplace requirements.

## Class Contact

---

One two-hour seminar a week throughout semester, together with lectures and tutorials during the first five weeks. This is followed by an internship of eight weeks duration where the student will undertake an equivalent of 20 hours per week in the ACT Legislative Assembly.

## Prerequisite

---

Politics and Democracy, Australian Politics 1, Australian Politics 2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Sprt Injury Mgt PG1:Sprt Med (4169)

---

**Level:** P      **Credit Points:** 9      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This includes the diagnosis and management of common injuries and health problems in sport and exercise. It deals with injuries on a regional basis (upper limb, lower limb, thorax and abdomen, head and neck, spine) and class teaching is complemented by attendance at sports and medicine clinics where bedside teaching takes place.

### Class Contact

---

Fifteen hours lecture/tutorial plus four hours laboratory each week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Internal Medicine in Sport PG (4170)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Eight to ten hours of lectures/tutorials plus four hours laboratory a week (for nine weeks) to total 122 hours.

## Syllabus

---

This subject considers the sub-specialties in medicine which relate to the practice of sports medicine. Cardiology, chest medicine, endocrinology, gastroenterology, haematology, immunology, neurology, gynaecology and obstetrics, genetics, infectious diseases, rheumatology, and rehabilitation medicine will all be referred to where these disciplines interrelate with considerations of exercise, growth and development, disease and injury.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Sprt Injury Mgt PG2:Sprt Med (4171)

---

**Level:** P      **Credit Points:** 9      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject deals with particular problems and disciplines in sports medicine such as orthopaedic surgery, traumatology, principles of physiotherapy and rehabilitation, massage and manipulative therapy, acupuncture, emergency medicine, diagnostic imaging and exercise testing and complements Sports Medicine 1. Attendance at clinics and hospital departments off-campus provides experiential learning as a part of this subject.

### Class Contact

---

Fifteen hours lecture/tutorial plus four hours laboratory each week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Scientific Basis Clinical Sprrt Med PG (4172)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will focus on the sciences which provide the bases of understanding the exercising human/athlete. These include the principles of biomechanical testing and analysis, exercise physiology, anatomy ('pure' and functional), psychology in sport, nutrition, pharmacology and bone/soft tissue repair.

## Class Contact

---

Fifteen hours lecture/tutorial plus four hours laboratory a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Consideration Sports Medicine PG (4173)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will focus on those areas within sports medicine which necessitate special attention beyond those considerations provided by the other subjects in the course. Included in this subject are environmental medicine (altitude, heat and cold stress), team care, travel and the athlete, doping, ethics in sport, podiatry, compartment pressure testing, eating disorders, exercise testing and prescription of exercise, on-field care and pre-participation medical examination of athletes. Classes will be complemented by attendance at clinics off-campus and by involvement with sports and individual athletes at training and competition.

## Class Contact

---

Fifteen hours lectures/tutorials plus four hours laboratory a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Research Methods PG1 (Sports Medicine) (4174)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours formal contact a week.

### Syllabus

---

This subject is devoted to taking each student through the process of preparing a 'minor thesis' or discussion paper on a relevant topic in sports medicine. Teaching will cover the areas of critical review of literature, statistical methods, research design and methods, and presentation of data. Together the work on the discussion paper and teaching will produce a graduate with a level of competency at Master's level in this area of activity.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Methods PG2 (Sports Medicine) (4175)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This is an extension of Research Methods 1 and takes the student through the final phases of preparation of his/her paper for presentation at the end of the course. Class contact provides for self-learning in research methods, statistical analysis, analysis of data and presentation of results. The aim is to develop critical thinking at a Master's level of competency.

### Class Contact

---

Three hours formal contact a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports Medicine (4178)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject deals with selected areas of sports medicine which have relevance for individuals involved in sports programs. Topics covered include fundamentals of inflammation and healing in tissue, mechanisms of injury in sport (emphasising trauma and overuse), prevention and management of injuries, cryotherapy, strapping and taping techniques, CPR, drugs in sport and managing the athlete who is asthmatic, diabetic or epileptic.

## Prerequisite

---

Functional Anatomy and Physiology of Exercises; or Human Physiology and Anatomy 1 and 2.

## Learning Outcomes

---

At the end of the subject it will be expected that students will be able to understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for athletes who are injured; demonstrate the basics of sport first aid; and recognise and appropriately treat common sports injuries and conditions.

## Class Contact

---

One one-hour lecture, one two-hour lecture and one two-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Economics & Policy (4200)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject studies macro and micro economic dimensions of tourism which in relation to the demand and supply of tourism products. Issues discussed include the impacts of foreign investments, aviation and transport deregulation, the tourism multiplier, employment generation, regional development, externalities and tourism project analysis. The contribution of economics to tourism policy-making and tourism policy analysis are discussed. Public policy will be analysed in relation to strategic tourism management and business operations. Government tourism policy will be examined at the local, state and national levels.

## Learning Outcomes

---

On completing this subject, students will have developed and understanding of the principles and concepts involved in the formulation and implementation of tourism policy, and of the principles and concepts involved in the economics of travel and tourism. They will have developed an appreciation economic and political issues pertinent to the tourism industry; and skills in collecting, analysing and interpreting primary and secondary data relating to tourism economics and policy. They will know methods of applying such skills in problem-solving, and in decision-making and policy-making.

## Prerequisite

---

Tourism Marketing or permission of Head of Division.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Management (4207)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015, 2016, 2017, 2018)

## Syllabus

---

The subject aims to introduce to students a broad range of management issues and experiences faced by managers in modern organisations. It relies strongly on a case study approach to learning to equip students with knowledge and skills which they can apply to fluid and often, ambiguous, work environments.

## Class Contact

---

Two hours of lectures plus a one-hour tutorial a week.

## Learning Outcomes

---

By the end of the subject students should be able to understand the principal historical and current approaches to the study of management; apply the various theories of management to particular management situations; understand the tasks and competencies required in the practice of management; comprehend the range of complicating factors which prevent the study of management from ever becoming an exact science; and demonstrate basic competencies in the written and oral presentation of academic work.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Economics 2a (4213)

---

**Level:** 2      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, students should be able to have a critical understanding of economic concepts; apply the techniques of economic analysis to a range of problems; appreciate the social and institutional aspects of economic policy in the Australian context.

## Syllabus

---

This year long subject will extend the economic principles introduced in first year with particular emphasis on the open economy. It will be taught in three sections. The microeconomics section covers consumer behaviour and demand, producer behaviour and supply, market structure and pricing strategies, market failure and Government intervention. The international section covers topics such as protection, the strategic trade debate, the terms of trade, the balance of payments, theories of exchange rate determination and foreign debt. The macroeconomics section covers Classical and Keynesian economic theory, the IS-LM-BP model, growth, expectations and the role of fiscal and monetary policy. In all sections of the subject emphasis is placed on the application of the theory and particular attention is given to the role of social and institutional factors in designing policy.

## Prerequisite

---

Economics 1A or Macroeconomics 1 and Microeconomics 1.

## Class Contact

---

Three to four hours a week for the whole year.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums



## Unit: Policy Issues in Microeconomics (4214)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completing this subject, students should have acquired the skills to apply microeconomic concepts and theories to important areas of microeconomic policy including the debates on privatisation and deregulation, labour market policy, the role of trade policy, competition policy, foreign investment policy and social security policy. They will have a greater understanding of the structural changes which are taking place in the Australian economy and the areas where further changes need to take place.

## Syllabus

---

This subject focuses on the role of Government in the microeconomy. It begins by revising the theories of market failure and follows this with an examination of the theories of government failure. It considers the events in Australia's post-war history which led to the current concerns with the country's microeconomic performance. It discusses the controversies surrounding deregulation and privatisation. Within this framework, the subject then examines specific examples of microeconomic policy in areas such as the finance industry, the transport sector, telecommunications, education and social security.

## Class Contact

---

Three to four hours a week.

## Prerequisite

---

Economics 2A or Microeconomics 2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Policy Issues in Macroeconomics (4215)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject focuses on the role of Government in the macroeconomy. It begins with an examination of the different schools of thought about the role of Government and macroeconomic policy in modern economics. It then analyses the economic role of Government in Australia in the light of these theories, incorporating into the analysis the policy constraints imposed by this country's political institutions and culture. Particular attention is paid to the pressures on policy arising from the international economy and international institutions. The subject examines current policy issues such as unemployment, wages policy, income distribution, foreign debt and foreign ownership.

### Prerequisite

---

Economics 2A or Macroeconomics 2.

### Learning Outcomes

---

On completion of this subject, students should have an understanding of the macroeconomic problems that confront Australia; to apply the techniques of economic analysis to those problems have developed an appreciation of the social and political environment in which policy measures must operate, and be able to communicate economic ideas clearly both orally and in writing.

### Class Contact

---

Three to four hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Research Methods H (4217)

---

**Level:** 4      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

in this subject students consider the fundamental purposes and principles of research and focus on the distinctive characteristics and problems of the use and management of information resources and the methods of research best adapted to the solution of research problems in this area. Selected research studies will be critically evaluated. Each student also presents a research proposal.

## Class Contact

---

Four hour seminar a week.

## Learning Outcomes

---

At the end of the subject, students should be able to critically evaluate published research, including research based on statistical analysis, using criteria accepted in the social sciences; make an informed choice of research methods appropriate to the execution of a social science research project; and present and justify a research proposal.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Finance MBA (4221)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- UCT2 (NINGBO, Face-to-Face)
- S1 (NINGBO, Face-to-Face)
- S1 (ECUST, Legacy)
- UCT2 (HTIT, Face-to-Face)

## Syllabus

---

Business Finance MBA aims to provide students with analytical techniques for the efficient financial management of business. These techniques are developed within the framework of modern theories of finance. Topics include the goals and functions of finance, financial mathematics, methods of valuation, risk analysis, capital structure, methods of financing operations, dividend policies, and derivative and convertible securities. Students should emerge from the subject with a thorough appreciation of the roles of debt, risk and performance measures in financial management.

## Prerequisite

---

Accounting MBA; Quantitative Methods G.

## Class Contact

---

Three hours a week. This subject is also offered in flexible mode.

## Corequisite

---

## Learning Outcomes

---

On successful completion of this subject students will be able to apply a best practice framework for financial decision-making in the areas of capital investment; capital structure; dividend policies; and working capital management. Students will also have an appreciation of the relationship between, and measurement of, risk and return; the types and uses of derivative instruments; and globalisation in a financial context. Students will also be able to read the financial press with confidence. In addition, students will have enhanced a range of generic skills, with special emphasis on analytical skills, such as the ability to interpret data and reports, and appreciative skills such as the ability to receive, evaluate and react to new ideas.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Strategic Management M (4223)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (NINGBO, Face-to-Face)
- UCT2 (NINGBO, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- UCT4 (ECUST, Face-to-Face)
- S1 (NINGBO, Legacy)

### Prerequisite

---

This subject should normally be taken in the last year of the master's level program. It is designed as a capstone subject in the MBA. MPA students may take the subject as an elective.

### Learning Outcomes

---

At the completion of the subject each candidate will have been able to continue earlier work in basic planning theory into the more extensive strategic management and planning models now used in the private sector; provided with the opportunity to enhance their group study and presentation skills using general theory and Australian/international case study materials, provided with the opportunity to enhance their understanding of 'real-world' bureaucratic and policy-related decision making especially concerning both conventional product and high-technology settings; provided with the opportunity to prepare policy related reports for peer group discussion and analysis; encouraged to learn how to use more effectively computer-assisted technology.

### Class Contact

---

One three-hour seminar a week.

### Syllabus

---

Strategic management is concerned with establishing the long term direction of an organisation, setting specific performance objectives, developing strategies to achieve these and executing appropriate plans. The course concentrates on creating organisations which achieve superior performance and the entrepreneurial skills required to create and maintain a competitive advantage. In this subject the conceptual/case study material is divided between Australian conventional private-sector policy making and globally-related high technology decision settings.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum



- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Portfolio Theory & Investment Analysis M (4224)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Learning Outcomes

---

On completing this subject students will be able to: discuss, explain and apply modern portfolio theory in a range of practical situations; understand the implications of capital market efficiency for security selection styles such as technical and fundamental analysis; apply techniques for valuing equity and understand the importance of economic and industry analysis; evaluate bonds as an investment alternative and consider bond portfolio management strategies; understand the basic characteristics of options and futures contracts, apply pricing models and appreciate the role of these derivatives as risk management tools; and have increased generic skills in problem solving and in the use of Excel/Solver.

### Syllabus

---

This subject gives an understanding of investment decisions in a capital market context.

### Class Contact

---

One three hour seminar a week.

### Prerequisite

---

Business Finance MBA, and completion of the first year of the MBA program; or permission of the subject convener.

## Unit: Community Education Thesis M:FT (4226)

---

**Level:** M      **Credit Points:** 24      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

### Prerequisite

---

Successful completion of MA coursework subjects and permission of the course convener.

### Corequisite

---

A bridging subject on Research Design at masters level if deemed necessary, or Research Methods in Education M.

### Syllabus

---

Students are required to complete a supervised research thesis in an area directly related to Community Education. The first phase of the subject is the developmental stage of the research project; the second phase is the implementation and write-up stages. Students may not progress to the second phase until they have successfully completed the first phase.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Dissertation M (4227)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Corporate Governance G (4229)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Syllabus

---

See subject 003868 Corporate Governance M.

## Prerequisite

---

Law 1 Introduction to Law or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Contract Law G (4230)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Undergraduate degree or status or admission on basis of sufficient work experience as per University rules in relation to Graduate Certificates, Graduate Diplomas.

## Class Contact

---

Three hours a week over one semester, or taken in intensive mode - the subject is nominally thirty nine hours equivalent face-to-face. This may vary depending upon the use of distance education or other flexible delivery modes. In addition, the student is expected to undertake an additional three hours for each equivalent face-to-face contact hour.

## Learning Outcomes

---

A participant who has successfully completed this subject will acquire an understanding of the law relating to government and private tendering; acquire an understanding of the law and practice of government and corporate contracting, including the capacity of government and corporations to enter into contracts, government to government arrangements, crown privileges and immunities, project contracting, remedies and redress; acquire an understanding of major features of important standard form federal government contracts such as SMART 2000, DEFPUR 101 and the Government Information Technology Conditions, as well as other standard form commercial contracts; and participants will have demonstrated through exercises, a capacity to critically analyse the coverage and efficacy of sample major contract clauses in the light of the applicable law, and through a research paper, a sound capacity to research, develop and express a sustained, coherent thesis in this area of the law.

## Syllabus

---

This subject is designed to meet the needs of practising lawyers, project officers and others involved in major commercial contracts emanating from the federal government and from private corporations. The emphasis of the course is on the law and practice of federal government contracting.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Contract Law M (4231)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Course entry requirements.

## Learning Outcomes

---

A participant who has successfully completed this subject will acquire an understanding of the law relating to government and private tendering; acquire an understanding of the law and practice of government and corporate contracting, including the capacity of government and corporations to enter into contracts, government to government arrangements, crown privileges and immunities, project contracting, remedies and redress; acquire an understanding of major features of important standard form federal government contracts such as SMART 2000, DEFPUR 101 and the Government Information Technology Conditions, as well as other standard form commercial contracts; and participants will have demonstrated through exercises, a capacity to critically analyse the coverage and efficacy of sample major contract clauses in the light of the applicable law, and through a research paper, a sound capacity to research, develop and express a sustained, coherent thesis in this area of the law.

## Syllabus

---

This subject is designed to meet the needs of practising lawyers, project officers and others involved in major commercial contracts emanating from the federal government and from private corporations. The emphasis of the course is on the law and practice of federal government contracting.

## Class Contact

---

Three hours a week over one semester, or taken in intensive mode - the subject is nominally thirty nine hours equivalent face-to-face. This may vary depending upon the use of distance education or other flexible delivery modes. In addition, the student is expected to undertake an additional three hours for each equivalent face-to-face contact hour.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum



- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Field Study in Counselling A M (4233)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to three hours a week, plus individual consultations.

### Syllabus

---

This unit involves the student in submitting a field study proposal related to psychology/counselling theoretical and/or applied issues. The unit is devoted to formulation, development, and presentation of a proposal for a significant piece of research in accordance with Field Study (Counselling) Guidelines.

### Prerequisite

---

Completion of all Counsellor Education course work or permission of the Course Convener.

© 2004-2019 University of Canberra

## **Unit: Field Study in Counselling B M (4234)**

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Syllabus**

---

This subject involves students in data collection, analysis, completion of a psychological/counselling study and submission of a report for examination by both external and internal examiners.

### **Class Contact**

---

As needed for supervision of Field Study.

### **Prerequisite**

---

Completion of Field Study in Counselling AM or permission of course convener.

© 2004-2019 University of Canberra

## Unit: Integrated Communication Campaigns (4240)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the conclusion of this subject students will be able to develop integrated marketing communication campaign recommendations, incorporating a range of communication channels, and to use account management strategies and tactics that meet objectives and contribute to improved brand perceptions and brand experience.

## Prerequisite

---

Advertising Operations or Public Relations Practice 2 or permission of the course convener.

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject is a capstone unit designed for final year advertising, marketing and public relations students. It is concerned with the creation, execution and evaluation of integrated communication campaigns as the recognised foundation for building brand relationships and brand equity. It acknowledges that industry trends are driving the cross-functional process of integration as a more effective and efficient way of communicating with selected target audiences. This approach incorporates many channels including: mass media, sales promotion, direct marketing, marketing PR, events, sponsorship, trade shows, merchandising/POP, personal selling, CRM, licensing and packaging. The subject aims to combine the theory of integrated communication with practical solutions for managing brand campaigns. The subject will be taught with lectures, workshops and case studies. Students experience of working in an integrated on-campus agency.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Advertising (4243)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Introduction to Marketing Communication.

## Learning Outcomes

---

At the end of this subject the student will understand industry issues in relation to international advertising; understand the cultural implications of international advertising campaigns; be able to design and international advertising campaign.

## Syllabus

---

This subject recognises the increasing use of international advertising campaigns and presents the international environment of advertising. The subject will discuss the issues associated with global campaigns including segmentation methods, cultural considerations and creative appeals. The subject will also consider issues of media planning, market research, agency selection and ethical quandaries in creating global campaigns. North American and European approaches to advertising will be presented, although emphasis will be given to advertising in the Pacific Rim region. Students will be encouraged to understand Australia's place in the advertising world and to adopt an international perspective in creating advertising campaigns.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Copywriting (4244)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject focuses on the practical aspects of writing for advertising. Elements of style, context and medium will be examined during lectures and workshops. Emphasis will be on writing effective copy for a variety of campaigns, using different media including print, radio and television and below-the-line media. Evaluation of copy of current Australian campaigns will be conducted.

## Prerequisite

---

Advertising Operations.

## Learning Outcomes

---

With the completion of this subject students will gain skills in writing copy for different media; understand how to adapt style to different purposes and media; be able to evaluate copy; gain an insight into production processes associated with the development of creative material; and understand the writer's responsibilities - legal, social and to the client.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Community Education Thesis M:PT (4248)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Successful completion of MA coursework subjects and permission of the course convener.

### Syllabus

---

Students are required to complete a supervised research thesis in an area directly related to Community Education. The first phase of the subject is the developmental stage of the research project; the second phase is the implementation and write-up stages. Students may not progress to the second phase until they have successfully completed the first phase.

### Corequisite

---

A bridging subject on Research Design at masters level if deemed necessary, or Research Methods in Education M.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Convention & Festival Management (4252)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours a week.

### Syllabus

---

This subject examines the management of conventions, events and festivals. Topics to be covered include the planning and design of conventions and meetings, convention and festival programming, and marketing and communication strategies for conventions, events and festivals.

### Prerequisite

---

Either Tourism Computer-Based Systems or Communication Interface 1.

### Learning Outcomes

---

At the end of the subject students should be able to understand all the components and various roles involved in planning, running and recording a meeting; apply the theory and skills necessary to professionally plan, organise and run a convention or exhibition. Areas to comprehend include venue selection, speakers, bidding, registration, programming, scheduling, sponsorship and communication strategies; understand the importance of strategic planning for an event or festival, including monitoring and evaluating the impacts on the wider community.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Convention & Festival Management G (4253)**

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Languages, International Studies & Tourism

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## **Syllabus**

---

See subject 004252 Convention and Festival Management.

## **Class Contact**

---

Three hours a week.

© 2004-2019 University of Canberra

## Unit: Media Representation & Analysis (4277)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

### Learning Outcomes

---

Upon completion of this subject, it is expected students will be able to critically analyse and evaluate media products in terms of their formal structure, generic conventions and stylistic characteristics; address issues of form, genre and style in a critically aware and theoretically sophisticated manner, and understand the place of media in the broad framework of communication and cultural studies

### Syllabus

---

This subject focuses on developing media literacy - an understanding of media genres and conventions. Issues of documentary and narrative form are central. They are examined in relation to a range of media, including film, photograph, video, sound and computer multi-media. With its theoretical focus, this subject aims to provide an understanding of the critical and conceptual structures which link the study of media to broader aspects of communication and cultural studies.

### Class Contact

---

Three hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 101 (4309)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018)

## Syllabus

---

The subject aims to provide students with an overview of the following topics in psychology: history of psychology; perspectives in psychology; research methods in psychology; the biological bases of behaviour; developmental psychology; intelligence and personality; social psychology; stress and health; and psychopathology.

## Learning Outcomes

---

On successful completion of this subject it is expected that students will be familiar with some of the major topics in psychology and be able to demonstrate knowledge of theory and research related to these topics. It is also expected that students will be able to communicate about behaviour and mental processes in a format acceptable for psychological writing.

## Class Contact

---

Four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 102 (4310)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

## Syllabus

---

The subject aims to provide students with an overview of the following topics in psychology: research methods and design; sensation and perception; memory; learning processes; thinking and language; emotion and motivation; and exercise psychology.

## Class Contact

---

Four hours a week.

## Learning Outcomes

---

On successful completion of this subject it is expected that students will be familiar with some of the major topics in psychology and be able to demonstrate knowledge of theory and research related to these topics. It is also expected that students will be able to communicate about behaviour and mental processes in a format acceptable for psychological writing.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 201 (4311)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject introduces students to various influential theories and related research findings on personality and intelligence. Applications of both theory and research to psychological assessment and behaviour change will be discussed. Students will have an opportunity for practical experience with a number of personality and intelligence tests, leading to an appreciation of the processes and issues in the assessment of individual differences.

## Class Contact

---

One two hour lecture and one two hour practical a week.

## Learning Outcomes

---

On successful completion of the subject, students are expected to be able to identify the contentions surrounding the nature and measurement of intelligence; critically evaluate and compare the major theoretical perspectives on personality; and explain the principles, applications, and pitfalls of the assessment of personality and intelligence.

## Prerequisite

---

Psychology 101 Introductory Psychology 1 and Psychology 102 Introductory Psychology 2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 202 (4312)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

One two-hour lecture and one two-hour practical a week.

## Learning Outcomes

---

Students should be able to identify the main research designs and statistical analyses used in psychology; assess the extent to which the reported statistics in journal articles support the hypotheses; analyse psychological data using Excel and SPSS; write laboratory reports in APA format.

## Prerequisite

---

Psychology 101 Introductory Psychology 1, Psychology 102 Introductory Psychology 2, and Applied Statistics 1.

## Syllabus

---

This subject examines the most common experimental designs used in psychological research and the appropriate statistical techniques for their analysis. In the practicals, students will participate in experiments and learn how to use spreadsheets and statistical software to analyse data.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Psychology 301 (4315)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject covers topics in design and application of survey and field research in psychology. Subject sections include the conceptual design of survey research, undertaking survey research, and analysing and reporting survey research in psychology. Multivariate data analysis techniques covered include multiple regression analysis, discriminant analysis, and factor analysis.

## Class Contact

---

Up to five hours a week.

## Prerequisite

---

Psychology 202 or permission of the subject convener.

## Learning Outcomes

---

On successful completion of the subject participants will be able to conceptualise a causal model of a research question; operationally define a construct; choose an appropriate sampling strategy; administer a survey; enter and prepare survey data for statistical analysis; choose and undertake an appropriate multivariate analysis; interpret and report on a multivariate analysis.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 302 (4316)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students who successfully complete the course will be able to extract from a case study the aetiology of abnormal behaviour; communicate the features of abnormal behaviour using scientific methods of analysis.

## Class Contact

---

Lectures and tutorials of up to five hours a week.

## Syllabus

---

The course aims to develop students' familiarity with specialised topics within the field of abnormal psychology. Features include experiences (case studies), typical symptoms, classification, epidemiology, aetiology, research methods, and treatment of mental disorders.

## Prerequisite

---

Psychology 101 Introductory Psychology 1 and Psychology 102 Introductory Psychology 2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 304 (4318)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of the subject, students will be able to carry out a replication of or extension to an established experiment in cognitive psychology; communicate both orally and verbally to an acceptable standard the outcome of research in cognitive psychology.

## Syllabus

---

The subject deals with advanced topics in cognition and cognitive science in the areas of attention, memory, concept learning, language, metacognition, connectionism, and applied cognitive psychology. Laboratory work is a compulsory part of this subject.

## Prerequisite

---

Psychology 101 Introductory Psychology 1 and Psychology 102 Introductory Psychology 2.

## Class Contact

---

Up to five hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Physiology & Anatomy 4 (4322)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three one-hour lectures and one three-hour tutorial a week.

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to identify the difficulties associated with defining and measuring stress; integrate the functions of the central nervous system, the endocrine system and the immune system in the stress response; contrast normal psychological processing with psychological processing when stressed; analyse the psychophysiological effects of stress and their implications for illness or well-being; critically evaluate behavioural and cognitive techniques for the management of stress; and critically evaluate scientific research papers on many aspects of the topic.

### Prerequisite

---

Human Physiology and Anatomy 2 or Physiology of Exercise.

### Syllabus

---

This subject provides an in-depth study of the relationship between the central nervous system, the immune system and the endocrine system. In particular, it focuses on how these systems can be altered by stress of a physical and/or psychological origin. The subject concludes with an evaluation of a range of stress management techniques. The subject integrates physiology and psychology; it may be taken by students undertaking all four physiology subjects and others wanting to better understand how their body responds to stress.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Computers & Computing G (4330)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject introduces the basic concepts behind the workings of computer hardware, software and networks. It explores the current nature and state of these technologies and where they are likely to lead in the future. Students inter-actively explore and create their own computer systems. Topics covered include programming concepts and practice; basic hardware concepts and how computers work; and basic computer network concepts and terminology. Computer file structures and usage are introduced. The role of the computer in today's and tomorrow's professional workplace is addressed.

## Class Contact

---

Four to five hours a week.

## Learning Outcomes

---

On successfully completing the subject, students will be able to demonstrate an understanding of the basic concepts underlying the use of computers as tools for their working environment, including hardware and software; analyse, design and write well-formed computer programs to solve simple problems; demonstrate a basic understanding of file organisation and processing, and their relationships to databases; understand and use computers in both 'stand alone' and networked environments; and be able to discuss the changes in society resulting from the growth in use of computers in society, especially the impact upon their own particular discipline or specialisation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: User Testing Info Sys Design Process M (4333)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: High Speed Networking M (4340)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Fuzzy Logic & Neural Networks M (4341)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours a week.

### Prerequisite

---

Completion of part A of Master of Information Technology and permission of the Course Convener.

### Learning Outcomes

---

On successful completion of this subject, students will: possess an overview of fuzzy logic and neural networks sufficient to understand the basic functions of fuzzy control systems and be able to build fuzzy rule- based systems, and self-learning and self-adaptive control systems, employing fuzzy logic and neural networks.

### Syllabus

---

Fuzzy logic and neural networks are two related techniques for obtaining practical computer-based solutions to control and pattern-recognition problems for which procedural solutions are difficult or unknown. This subject covers identifying appropriate logical techniques and configurations for a specific problem, and then finding a software or hardware implementation, which is suitable. If time permits some additional introductory material may be covered from the Intelligent Systems technologies of genetic algorithms and/or autonomous agents.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computer Control & Security M (4342)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Within the framework of developing security management policies in large organisations, this subject, through lectures, seminars and workshops, will focus on current issues in computer control and security. Issues and processes examined will include risk assessment and management; privacy and security issues in an IT environment; the design and implementation of controls; encryption techniques. Controls for purposes other than security and privacy will also be examined.

## Class Contact

---

An average of three hours a week.

## Prerequisite

---

Completion of part A of Master of Information Technology and permission of the Head of Program.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Data Admin: Large Organisations M (4345)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of part A of Master of Information Technology and permission of the Head of School.

### Learning Outcomes

---

On successful completion of this subject, students will be able to demonstrate understanding of the role of data administration in an organisation as it relates to enterprise-wide data integrity, data integration, data security and data completeness; and apply data administration principles to the construction of a number of data-intensive information systems of current strategic value in organisations, in particular federated information systems, data warehouses, and systems involving unstructured data and multimedia data items.

### Class Contact

---

An average of three hours a week. A whole day seminar maybe offered as part of this subject.

### Syllabus

---

Information and data play a significant and growing role in achieving organisational performance and therefore need to be managed pro-actively to serve the needs of management in the decision-making process. The "data warehouse" provides a base for the required analytical processing which looks across broad vistas of data to detect trends and enable decision support processing. This subject examines issues in the pro-active management of data including granularity, partitioning, credibility, integration of decision support system data, the time basis of data migration, and methodology and metadata.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Issues Info Technology Management M (4347)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The strategic competitive advantage of business is constantly under threat. Issues such as outsourcing, insourcing, technology tendering, strategic planning, risk management, legal and ethical issues, enterprise resource planning, and workflow design are placing an ever increasing burden on organisations and their information systems. An understanding of information technology management is required to deal with these issues.

## Learning Outcomes

---

On successful completion of this subject students will be able to demonstrate an understanding of the changing world of information technology and information systems. Students will be able to describe how information technology and the globalisation of information systems are changing information technology management. Students will have an understanding of the role of: information technology strategic planning, the business case for a strategic information system, a global data management plan, and information technology tendering documents. Students will be able to describe and illustrate an advanced understanding of emerging and developing information technologies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Artificial Intelligence Techniques M (4348)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Client-Server Computing M (4349)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject introduces the power, advantages, and complex issues of client-server computer systems. The evolution of the computing environment, standards and open systems, client and server platform specialisation, client-server communication in local and wide area networks and major communication protocols are used as a foundation. Such major issues as distribution of presentation, applications, data and databases, transaction management, software distribution concepts and aspects of network management are then studied.

## Prerequisite

---

Completion of part A of Master of Information Technology *and* permission of the Head of School.

## Learning Outcomes

---

On successful completion of the subject students will be familiar with several architectural models for client server systems and be able to choose among them. They will be familiar with socket-level programming and with designing and building client server systems to run across a range of platforms. They will have some understanding of such issues as security and maintainability.

## Class Contact

---

Average of 3 hours class contact a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Graphics Visualisation Techniques M (4352)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Strong Programming Skills and at least one university level maths subject or Games Programming Techniques PG.

### Syllabus

---

Principles and application of real time 3D computer graphics, covering a selection of the following topics: OpenGL Programming, display processor architectures (3D accelerators), 3D data structures, Rendering algorithms, industry standards, graphics libraries, geometry of solid models, viewing transformations, simple animation and colour theory. Assignment work emphasises implementation of many of the techniques.

### Learning Outcomes

---

On successful completion of this subject students should possess: analysis and programming skills for real time 3D graphics, an understanding of 3D hardware, the ability to identify and use appropriate software for implementing a 3D graphics application, an understanding of perceptual and human factors involved in graphical application development and an understanding of animation techniques in 3D.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legal Theory G (4357)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- Y (BRUCE, Face-to-Face)

## Syllabus

---

This subject is concerned with the jurisprudential and sociological theories of law. As well as considering differing theories on the impact of law, selected areas which are subject to current comment and criticism are studied with the view of examining the value of various legal theories in explaining the law reform process. This embraces a consideration of utilitarian thought, differing legal techniques and the evaluation of any legislative response.

## Learning Outcomes

---

Refer to subject Legal Theory (LLB).

## Prerequisite

---

Concepts and Elements of Law G and significant progress in the course.

## Class Contact

---

One and a half hours each week over two semesters.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Management Decisions Using Computers G (4362)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours of lectures and one hour of laboratory work a week.

### Learning Outcomes

---

Students will be expected to be able to recognise real-world problems which can be modelled by operations research techniques; understand the nature of algorithms used to solve decision problems; interpret, and evaluate the reliability of, results of decision models.

### Syllabus

---

An introduction to the modelling of management problems using commercial packages. The subject deals with the application of standard operations research modelling techniques to management problems of realistic size. The syllabus includes problem analysis, selection of technique, model formulation and solution, and sensitivity analysis.

### Prerequisite

---

A quantitative subject, or permission of the Head of School.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Computer Models for Business Decisions M (4363)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005, 2006)

- S1A (NINGBO, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will be expected to be able to formulate business decision-making problems in terms of standard operations research models, apply a software package to solve the modelled problems, analyse computer output and report concisely findings and conclusions.

## Syllabus

---

The subject deals with the principles, techniques and application of computer models in business and industry. Topics covered may include computer spreadsheets, project management, Monte Carlo simulation forecasting, service levels and inventory control, financial modelling and other decision support systems. Each topic is illustrated with a user-friendly computer package (notably MS-Excel).

## Class Contact

---

Two hours of lectures, one hour of tutorial, and one hour of computer laboratory a week.

## Prerequisite

---

Quantitative methods G or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Psychology 205 (4366)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Psychology 101 Introductory Psychology 1 and Psychology 102 Introductory Psychology 2.

## Class Contact

---

One two-hour lecture and one two-hour practical a week.

## Syllabus

---

Half the subject is devoted to theories of learning in animals and humans with detailed consideration of the phenomena associated with classical conditioning, operant conditioning and learning by observation. The other half of the subject examines human perceptual processing by concentrating in turn on the visual and auditory systems and on the senses of touch, taste and smell (more emphasis will be given to perceptual interpretation than to physiological processes). In the practicals, students participate in demonstrations and experiments to examine the processes involved in learning and the limitations of human perception.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to identify the basic principles of learning and perception; explain how they underlie the everyday observed behaviour of animals and humans.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Education Research Project M1 (4368)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Prerequisite

---

Admission into one of these courses Graduate Certificate in Education, Master of Education by coursework, Master of Education by research, and submission to the convener of a formal written project proposal three weeks before the beginning of the relevant semester.

### Class Contact

---

Variable.

### Syllabus

---

This subject may involve individual research in the student's chosen area of focus pursued as a special project under the guidance of a supervisor. Alternatively, the subject may comprise the successful completion of specified work within another approved subject taken at G, PG or M level for 3 or 4 credit points plus additional study developed under supervision to complement that subject's focus and equivalent to 3 or 2 more credit points.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Corporate Finance Law M (4384)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Prerequisite

---

Course entry requirements.

## Syllabus

---

Taxation arrangements are fundamental to the means in which finance is provided to the corporation. The subject examines a variety of capital raising issues and looks particularly at prospectus regulation, debentures, the issue of options, charges, corporate buy-backs, prescribed interests, related party transactions, due diligence and related issues.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Laws Dissertation:PT (4390)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

A candidate will be required to conduct research on an approved topic. This eight credit point subject will require completion of a dissertation of between 10,000 and 12,000 words in length.

## Prerequisite

---

Course entry requirements and substantial progress in completing Masters studies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Laws Dissertation:FT (4391)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- UCT4 (BMCPL, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- Y (BRUCE, Face-to-Face)

## Syllabus

---

A candidate will be required to conduct research on an approved topic. This eight credit point subject will require completion of a dissertation of between 10,000 and 12,000 words in length.

## Prerequisite

---

Course entry requirements and substantial progress in completing Masters studies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Nursing Thesis M:FT (4392)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the completion of the thesis subject the student will be able to demonstrate a thorough understanding of research methodology and techniques required for critical evaluation of the literature in relation to the specific research topic. The student will be required to demonstrate competence in research and the capacity to present a well written piece of work which critically evaluates the research results.

## Corequisite

---

Theoretical Foundations in Nursing PG, Nursing Research PG.

## Prerequisite

---

Theoretical Foundations in Nursing PG, Nursing Research PG.

## Syllabus

---

Under the guidance of a supervisor the student will undertake research and prepare a dissertation on a topic approved by the Universities Higher Degree committee. The student will normally be enrolled for four semesters full-time or the equivalent part-time. The thesis will be assessed by two external examiners.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Master of Nursing Thesis M:PT (4393)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Under the guidance of a supervisor the student will undertake research and prepare a dissertation on a topic approved by the Universities Higher Degree committee. The student will normally be enrolled for four semesters full-time or the equivalent part-time. The thesis will be assessed by two external examiners.

## Prerequisite

---

Theoretical Foundations in Nursing PG, Nursing Research PG.

## Learning Outcomes

---

At the completion of the thesis subject the student will be able to demonstrate a thorough understanding of research methodology and techniques required for critical evaluation of the literature in relation to the specific research topic. The student will be required to demonstrate competence in research and the capacity to present a well written piece of work which critically evaluates the research results.

## Corequisite

---

Theoretical Foundations in Nursing PG, Nursing Research PG.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Sports Studies Thesis M:FT 36cps (4394)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- R1 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the completion of the thesis subject the student will be able to demonstrate a thorough understanding of research methodology and techniques required for critical evaluation of the literature in relation to the specific research topic. The students will also be required to demonstrate competence in research and the ability to make an original contribution to the field of sport or other forms of physical activity.

## Prerequisite

---

Admission to postgraduate courses in Sports Studies, and presentation of a research proposal in written/oral form.

## Syllabus

---

The thesis shall comprise advanced study and investigation embodying a substantial piece of original research which significantly adds to the literature available in the subject area. The Higher Degrees Committee of the University has general responsibilities in connection with the choice of topic, the appointment of supervisors, the monitoring of progress, the appointment of examiners and the assessment of the thesis.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports Studies Thesis M:PT 36cps (4395)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2003, 2005, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016)

### Prerequisite

---

Admission to postgraduate courses in Sports Studies, and presentation of a research proposal in written/oral form.

### Learning Outcomes

---

At the completion of the thesis subject the student will be able to demonstrate a thorough understanding of research methodology and techniques required for critical evaluation of the literature in relation to the specific research topic. The students will also be required to demonstrate competence in research and the ability to make an original contribution to the field of sport or other forms of physical activity.

### Syllabus

---

The thesis shall comprise advanced study and investigation embodying a substantial piece of original research which significantly adds to the literature available in the subject area. The Higher Degrees Committee of the University has general responsibilities in connection with the choice of topic, the appointment of supervisors, the monitoring of progress, the appointment of examiners and the assessment of the thesis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Concepts Sports Studies M (4396)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This course will enable students to develop both an understanding of the multi-disciplinary context of sport in modern society, and the more specific theoretical knowledge of their comprehensive literature reviews in a number of areas of sports science/sports administration/sports humanities. Students must demonstrate the ability to locate, synthesise and critically evaluate pertinent information, both in a general sports context and in their specific area of study. Students will produce review papers appropriate to the area of study, apply that knowledge in specific practical situations, and deliver seminar presentations on their work.

### Prerequisite

---

Admission to postgraduate courses in Sports Studies.

### Learning Outcomes

---

At the completion of this subject the student will have developed a thorough knowledge of how to search and retrieve knowledge relevant to a specific topic in Sports Studies. Furthermore the student will have cause to demonstrate competence in critically evaluating literature concerned with this particular topic, write up the critique as a review and present the material to other class members.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Laboratory Methods Sports Science M (4397)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Admission to postgraduate courses in Sports Studies.

### Syllabus

---

The aim of this subject is to provide experience in designing experimental research procedures, in using current methodology to obtain research data, and in presenting experimental conclusions in a seminar environment. Specific instruction will be given utilising the appropriate sports science equipment and examining the qualitative and/or quantitative techniques required to record subsequent data collection. Special emphasis will also be placed on establishing the validity and reliability of the various instruments used for obtaining information in the sports science area.

### Learning Outcomes

---

At the completion of the thesis subject the student will be able to select, administer and interpret tests appropriate for the assessment of the physical, physiological and/or neuromuscular characteristics required for the performance of specified sports activities; demonstrate the ability to conduct a minor research project focussing specifically on techniques for laboratory assessment of sports performance, and present the results in a written and/or oral form.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Communication Thesis A PG (4398)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week in Semester 1; by arrangement thereafter.

## Prerequisite

---

Permission of the Head of School.

## Syllabus

---

In semester one the subject requires students to participate in seminars in which they will undertake the selection and refining of a thesis topic; consider appropriate research design; assess and decide upon preferred methods of inquiry; conduct a preliminary literature search; and deliver a research proposal seminar. In semester two students are required to research, develop and submit a thesis proposal in the form of a written report which defines the topic; reviews the relevant literature; explains and justifies the research design and the choice of methods; notes any anticipated problems; indicates resource implications; and sets out the proposed thesis plan. The length of the report should fall in the 10,000 to 15,000 word range or the equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Communication Thesis B M:FT (4399)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

The thesis shall comprise advanced study and research embodying an original investigation of a topic falling within one of the fields of study in communication for which the Master of Arts in Communication course has been accredited. Each student will conduct research over a period of not less than two semesters full-time or equivalent part-time under a supervisor appointed on the advice of the Communication MA Course Committee. The supervisor shall report on the progress of the student at the end of each semester. The thesis will be examined by at least one external examiner. The thesis shall normally consist of approximately 40,000 words.

## Prerequisite

---

Permission of the Head of School.

## Class Contact

---

By arrangement.

## Unit: Communication Thesis B M:PT (4400)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Permission of the Head of School.

### Class Contact

---

By arrangement.

### Syllabus

---

The thesis shall comprise advanced study and research embodying an original investigation of a topic falling within one of the fields of study in communication for which the Master of Arts in Communication course has been accredited. Each student will conduct research over a period of not less than two semesters full-time or equivalent part-time under a supervisor appointed on the advice of the Communication MA Course Committee. The supervisor shall report on the progress of the student at the end of each semester. The thesis will be examined by at least one external examiner. The thesis shall normally consist of approximately 40,000 words.

© 2004-2019 University of Canberra



## Unit: Information Studies Thesis Preparation (4401)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides the opportunity for students to prepare to undertake a Masters thesis by research (Information Studies Thesis M). Students are required to prepare an extensive review of the published and unpublished sources of information relevant to their chosen topic, under staff supervision. They then incorporate the review into a formal written research proposal, which they will present at a seminar for discussion and feedback. Students meet regularly for seminars and discussions.

## Prerequisite

---

Research Methods PG and Issues in Information Studies PG or permission of the Program Director.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Artificial Intelligence M (4406)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

## Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies in Computer Technology M (4408)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

### Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

### Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Information Systems M (4409)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

## Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Studies in Mathematics M (4410)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

### Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

### Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Operations Research M (4411)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Programming Systems M (4412)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

### Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

### Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies S/w Eng M (4413)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

## Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Research Studies in Statistics M (4414)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Communications Eng M (4415)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

## Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Electronics Eng M (4416)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

### Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

### Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Computer Sys Eng M (4417)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Human Computer Interface M (4418)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

### Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

### Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rsch Studies Distributed Systems M (4419)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of an appropriate Information Sciences Extension Studies subject, or equivalent.

### Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

### Syllabus

---

This is a project-based subject which is taken as part of preparatory studies for a Masters course by research in the School of Information Sciences and Engineering. Each subject is designed individually for a student in a particular specialisation and is of an investigatory or project nature. The design of each subject is approved by the FHDC, and managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and seminar presentation. Before enrolling in the subject, students are required to consult their course adviser. Students undertaking the subject as part of a Masters course by research are required to undertake research studies of direct relevance to their proposed thesis. Suitable activities might include a literature review, pilot survey, model study, prototype design or similar preliminary work to the thesis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Sciences Ext Studies 1 PG (4420)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Syllabus

---

An Extension Studies subject provides a postgraduate extension to topics previously studied in an undergraduate subject at level 5 or higher. The subject provides an opportunity to broaden and deepen knowledge in preparation for further advanced work in "Studies in" or "Research Studies in" project subjects or a Masters level thesis. Topics covered are determined in consultation with an academic supervisor from the School of Information Sciences and Engineering, in areas relevant to the student's postgraduate or Masters course. Before enrolling students are required to consult their course adviser. Outcomes from this subject include an enhanced capability for independent work, advanced knowledge in a specialised area and the ability to synthesise knowledge across different fields.

## Prerequisite

---

Completion of a relevant subject offered by the School of Information Sciences and Engineering at level 5 or higher, or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Sciences Ext Studies 2 PG (4421)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- SSUM (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Enhanced skills to undertake a research investigation elucidation of a topic for more detailed research, thesis writing and presentation skills.

## Syllabus

---

An Extension Studies subject provides a postgraduate extension to topics previously studied in an undergraduate subject at level 5 or higher. The subject provides an opportunity to broaden and deepen knowledge in preparation for further advanced work in "Studies in" or "Research Studies in" project subjects or a Masters level thesis. Topics covered are determined in consultation with an academic supervisor from the School of Information Sciences and Engineering, in areas relevant to the student's postgraduate or Masters course. Before enrolling students are required to consult their course adviser. Outcomes from this subject include an enhanced capability for independent work, advanced knowledge in a specialised area and the ability to synthesise knowledge across different fields.

## Prerequisite

---

Completion of a relevant subject offered by the School of Information Sciences and Engineering at level 5 or higher, or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Studies Info Sciences Opt 1 PG (4424)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This is a project-based subject which is taken as part of the Graduate Diploma in Information Sciences. Each subject is of an investigatory or project nature. The design of each subject is approved by the Divisional Higher Degrees Committee, and is managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and a seminar presentation. Before enrolling in a subject, students are required to consult their course adviser.

## Learning Outcomes

---

Enhanced skills to undertake a research investigation, the development of a product or theoretical understanding, elucidation of a topic for more detailed research, report writing and presentation skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Studies Info Sciences Opt 2 PG (4425)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This is a project-based subject which is taken as part of the Graduate Diploma in Information Sciences. Each subject is of an investigatory or project nature. The design of each subject is approved by the Divisional Higher Degrees Committee, and is managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and a seminar presentation. Before enrolling in a subject, students are required to consult their course adviser.

## Learning Outcomes

---

Enhanced skills to undertake a research investigation, the development of a product or theoretical understanding, elucidation of a topic for more detailed research, report writing and presentation skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Studies Tech Sciences Opt 1 PG (4426)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

graduates from this course will have; pursued in some depth a field of study in an area covered by the School of Information Sciences Engineering; engaged in theoretical and research type work providing an underpinning for practical and vocational pursuits without the need for formal coursework; developed skills in interdisciplinary studies in a quantitative area; enhanced their research, report writing and presentation skills.

## Syllabus

---

This is a project-based subject which is taken as part of the Graduate Diploma in Technological Sciences. Each subject is of an investigatory or project nature. The design of each subject is approved by the Divisional Higher Degrees Committee, and is managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and a seminar presentation. Before enrolling in a subject, students are required to consult their course adviser. Outcomes from this subject include Enhanced skills to undertake a research investigation, the development of a product or theoretical understanding, elucidation of a topic for more detailed research, report writing and presentation skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Studies Tech Sciences Opt 2 PG (4427)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This is a project-based subject which is taken as part of the Graduate Diploma in Technological Sciences. Each subject is of an investigatory or project nature. The design of each subject is approved by the Divisional Higher Degrees Committee, and is managed by an academic supervisor. Assessment normally involves a comprehensive report or dissertation and a seminar presentation. Before enrolling in a subject, students are required to consult their course adviser. Outcomes from this subject include Enhanced skills to undertake a research investigation, the development of a product or theoretical understanding, elucidation of a topic for more detailed research, report writing and presentation skills.

## Learning Outcomes

---

graduates from this course will have; pursued in some depth a field of study in an area covered by the School of Information Sciences Engineering; engaged in theoretical and research type work providing an underpinning for practical and vocational pursuits without the need for formal coursework; developed skills in interdisciplinary studies in a quantitative area; enhanced their research, report writing and presentation skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Administration Thesis M:Full-Time 32cps (4428)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

### Class Contact

---

Individual supervision.

### Corequisite

---

Research Methods G.

### Prerequisite

---

12cp of coursework as prescribed.

### Syllabus

---

Under the guidance of a supervisor, a student enrolled in this subject will complete the thesis which is required as part of the Master of Arts in Administration program. The topic must be approved by the School of Administrative Studies' Masters Committee. The student will be required to present the thesis for examination by external examiners.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Administration Thesis M:Part-Time 32cps (4429)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005, 2006)

- R1 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Syllabus

---

Under the guidance of a supervisor, a student enrolled in this subject will complete the thesis which is required as part of the Master of Arts in Administration program. The topic must be approved by the School of Administrative Studies' Masters Committee. The student will be required to present the thesis for examination by external examiners.

## Class Contact

---

Individual supervision.

## Corequisite

---

Research Methods G.

## Prerequisite

---

12cp of coursework as prescribed.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Corporate Law Thesis Preparation M (4430)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This subject is undertaken as preparatory study and research for the submission of the Corporate Law Thesis M (24 credit points). The content in this subject has to have a direct relationship to the topic of the Corporate Law Thesis M. It is to be supervised by an academic supervisor. Typical areas of investigation may include a literature review, pilot survey or a discussion on methodological issues related to and constituting preliminary work to the main Corporate Law Thesis M.

## Prerequisite

---

Course entry requirement.

## Class Contact

---

Individual supervision.

## Corequisite

---

Corporate Law Thesis M (24 credit points).

## Learning Outcomes

---

To provide for the development of methodological, analytical and research skills in the student in the area of corporate law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums



## **Unit: Corporate Law Thesis M:PT 24cps (4431)**

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## **Syllabus**

---

A candidate will be required to conduct research on an approved topic. The work will include a review of the literature and preparation of a thesis demonstrating an understanding of the state of knowledge in the area of the inquiry. The required size of this research project will vary according to the amount of approved course work undertaken as part of the degree.

## **Prerequisite**

---

Acceptance for candidature to the masters program.

© 2004-2019 University of Canberra

## **Unit: Corporate Law Thesis M:FT 24cps (4432)**

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Prerequisite**

---

Acceptance for candidature to the masters program.

### **Syllabus**

---

A candidate will be required to conduct research on an approved topic. The work will include a review of the literature and preparation of a thesis demonstrating an understanding of the state of knowledge in the area of the inquiry. The required size of this research project will vary according to the amount of approved course work undertaken as part of the degree.

© 2004-2019 University of Canberra

## Unit: Corporate Law Thesis with Honours M:FT (4433)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

### Prerequisite

---

Entry to MBA program.

### Learning Outcomes

---

At the completion of this subject each candidate will have been prepared for more advanced study in relevant topics at postgraduate level; encouraged to enhance the student's group study and presentation skills; provided with the opportunity to enhance their understanding of 'real-world' bureaucratic and policy-related decision making provided with the opportunity to prepare policy related reports for peer group discussion and analysis; encouraged to learn how to use more effectively computer-assisted technology provided with an opportunity to relate private and public sector planning processes using compare and contrast techniques and relevant case materials.

### Syllabus

---

This subject consists of two distinct sections. First, a comparative study of private and public sector planning processes including computer-related techniques is analysed. Actual plans (from both business and usually government business enterprises) are related to different planning models. Second, the study of business decline, failure and strategic turnaround is conducted using both theory and corporate case study materials. The evaluation of successful and unsuccessful 'turnarounds' provides students with novel insights into corporate performance and the use of specialist planning techniques designed to assist and correct failing organisations.

### Class Contact

---

One three-hour seminar a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Corporate Law Thesis with Honours M:PT (4434)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

### Prerequisite

---

Entry to MBA program.

### Class Contact

---

One three-hour seminar a week.

### Syllabus

---

This subject consists of two distinct sections. First, a comparative study of private and public sector planning processes including computer-related techniques is analysed. Actual plans (from both business and usually government business enterprises) are related to different planning models. Second, the study of business decline, failure and strategic turnaround is conducted using both theory and corporate case study materials. The evaluation of successful and unsuccessful 'turnarounds' provides students with novel insights into corporate performance and the use of specialist planning techniques designed to assist and correct failing organisations.

### Learning Outcomes

---

At the completion of this subject each candidate will have been prepared for more advanced study in relevant topics at postgraduate level; encouraged to enhance the student's group study and presentation skills; provided with the opportunity to enhance their understanding of 'real-world' bureaucratic and policy-related decision making provided with the opportunity to prepare policy related reports for peer group discussion and analysis; encouraged to learn how to use more effectively computer-assisted technology provided with an opportunity to relate private and public sector planning processes using compare and contrast techniques and relevant case materials.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis Envir/mental Design D:PT (4435)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2019)

### Syllabus

---

A candidate will be required to undertake original research resulting in a thesis which makes a significant contribution to understanding, and/or to knowledge and/or its application in an agreed specialised area within the field of studies in environmental design. The work should entail systematic and searching reviews of the relevant literature in order to locate the study in relation to existing work in the field, the development of a clear statement as to the aims and objectives of the study, systematic investigation of the topic and the development of a well articulated theoretical position for undertaking its analysis. All this work should be incorporated into a well-written and well-argued thesis which describes the work done and articulates the findings of the study.

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Referenced Courses

---

- 251AA Doctor of Philosophy in Environmental Design

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis Envir/mental Design D:FT (4436)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2019)

### Prerequisite

---

Acceptance for doctoral candidature and admission to doctoral degree course.

### Syllabus

---

A candidate will be required to undertake original research resulting in a thesis which makes a significant contribution to understanding, and/or to knowledge and/or its application in an agreed specialised area within the field of studies in environmental design. The work should entail systematic and searching reviews of the relevant literature in order to locate the study in relation to existing work in the field, the development of a clear statement as to the aims and objectives of the study, systematic investigation of the topic and the development of a well articulated theoretical position for undertaking its analysis. All this work should be incorporated into a well-written and well-argued thesis which describes the work done and articulates the findings of the study.

### Referenced Courses

---

- 251AA Doctor of Philosophy in Environmental Design

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Tour Guiding & Management (4448)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject, students will be able to explain the nature and scope of the tour guiding sector and its importance in site, attraction and visitor management and contribute practically to the creation and management of tours. They will be able to understand and apply the techniques adopted by guides and be familiar with a range of tours available in the ACT region.

## Syllabus

---

This subject provides an insight into the tour guiding sector of the tourism industry and considers both the practical and managerial aspects. Emphasis is placed on the role of tour guiding in educational, natural and cultural attractions and students are exposed to a range of guiding experiences. Students also have the opportunity to undertake an internship in the guiding sector in the ACT.

## Class Contact

---

Three hours a week.

## Prerequisite

---

Tourism Systems, Current Issues in Tourism or permission of Head of Program.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Study in Education M:FT (4450)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Variable.

### Learning Outcomes

---

Enhanced capacities to undertake professional tasks and responsibilities in the student's particular educational setting, and demonstrated capacity to write papers of publishable quality.

### Syllabus

---

In this subject students are expected to present one or more papers of publishable quality which focus on an issue, problem or theme directly relevant to their chosen professional specialisation. These papers could take the form of a report of an investigation; a discourse on a specialist or professional education issue or problem; or an analysis of classroom or institutional practice. The number of papers required for examination will not exceed three. Details about number, scope and type of paper will be negotiated with the student's adviser.

### Prerequisite

---

Completion of 6 subjects of 6 credit points Master level subjects (or equivalent) or course of study as approved by the program convener.

## Unit: Professional Study in Education M:PT (4451)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- Y (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Enhanced capacities to undertake professional tasks and responsibilities in the student's particular educational setting, and demonstrated capacity to write papers of publishable quality.

## Prerequisite

---

Completion of 6 subjects of 6 credit points Master level subjects (or equivalent) or course of study as approved by the program convener.

## Syllabus

---

In this subject students are expected to present one or more papers of publishable quality which focus on an issue, problem or theme directly relevant to their chosen professional specialisation. These papers could take the form of a report of an investigation; a discourse on a specialist or professional education issue or problem; or an analysis of classroom or institutional practice. The number of papers required for examination will not exceed three. Details about number, scope and type of paper will be negotiated with the student's adviser.

## Class Contact

---

Variable.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Mathematics 5 (4458)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Partial differential equations arise naturally in mathematical models from physics, engineering and finance. This subject studies the most important partial differential equations found in applications - the diffusion equation (arising in heat flow and options pricing), the wave equation and Laplace's equation. Emphasis will be on both general properties of the equations, and on techniques for constructing solutions. Topics include first order equations, boundary conditions and well-posedness, initial value problem, Dirichlet and Neumann boundary problems, energy estimates and uniqueness, heat kernel, separation of variables, Fourier series, Maximum principles.

## Prerequisite

---

Differential Equations, Linear Algebra and Multivariate Calculus, or approval by the Head of School.

## Learning Outcomes

---

Students will be expected to understand the principles used in the analysis of the wave, diffusion and Laplace equations, and to be able to use these principles to describe qualitative and quantitative properties of general solutions of these equations.

## Class Contact

---

Three hours of lectures and one hour of tutorials a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Creative Comm PG:Literature & Film (4466)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

### Class Contact

---

Three hours a week.

### Prerequisite

---

Permission of the Head of School.

### Learning Outcomes

---

Having completed the unit successfully, students will have an extensive knowledge of the means by which cultural forms of communication embody and engage in issues of place, identity and community; an understanding of the central roles of diaspora, migration, exile and multiculturalism in contemporary culture and society; well developed skills in cross-cultural analysis and transtextual analysis of oral, written and audio-visual texts; an appreciation of literature and film as creative forms of communication and expression by individuals and communities; a thorough understanding of theories of creative and critical communication.

### Syllabus

---

This unit explores, through literature, film and theory, the nature of creative and critical communication by focussing on diaspora, migration, exile, nomadism, multiculturalism, cross-cultural analysis, translation and transtextuality. Students study 'texts' (literary, filmic, critical) with a view to discovering how writers, artists, filmmakers and theorists create and develop a sense of place, community, identity, indigeneity and self through a variety of modes of communication oral and written, aural and visual. The emphasis is on modern diasporas and migration within the Australia-Asia-Pacific context from a postcolonial perspective.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Information Management Studies Thesis H (4467)

---

**Level:** 4      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

### Class Contact

---

By arrangement.

### Learning Outcomes

---

At the end of the subject, students should be able to demonstrate their ability to design, execute and report on a complete small research project in their area of specialisation.

### Corequisite

---

Research Methods H.

### Syllabus

---

This thesis comprises advanced study and research embodying an original investigation of a topic in the information management area. Each student will conduct research over a period of no less than two semesters half-time (or equivalent) under a supervisor appointed by the Divisional Higher Degrees Committee. The supervisor will report to this Committee on the progress of the student each year. The thesis will be examined by an internal examiner other than the supervisor, as approved by the Higher Degree Committee, and assessment of the thesis will be subject to endorsement by the Higher Degree Committee.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Computing Mathematics 1 (4470)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Five hours a week.

## Syllabus

---

This subject investigates topics from discrete mathematics in the broad areas of Logic & Proof, Sets, Functions and Relations, Recursion and the Analysis of Algorithms. The treatment of these topics will cover both practical and theoretical aspects and will usually include at least one important application in Information Technology.

## Learning Outcomes

---

You will be expected to understand and manipulate the language and notation of symbolic logic; understand and create proofs of numeric and algebraic propositions; understand, analyse and create numeric, searching and sorting algorithms; understand and use the language and notation of sets, relations and functions; understand, analyse and create simple automata; understand the concept of recursion and solve problems involving this concept.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Computing Mathematics 2 (4471)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will be expected to understand graph-theoretic models and their application in computer contexts; be able to use symbolic logic in relation to proving correctness of algorithms and programs; appreciate essential differences in continuous and discrete mathematical problems; and have acquired skills needed to solve discrete and continuous mathematical problems in the areas studied.

## Prerequisite

---

Computing Mathematics 1.

## Class Contact

---

Five hours a week.

## Syllabus

---

This subject continues the study of discrete mathematics and logic relevant to computing and introduces several topics from continuous mathematics also relevant to computing and its applications. Topics covered include differentiation and anti-differentiations, maxima and minima, Bezier curves and splines, discrete and continuous probability functions, average case analysis of algorithms, matrices and systems of linear equations, computer graphics, graphs and trees, tree building and searching algorithms, pre- and post- conditions and program verification.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Distributed Systems Technology (4473)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students will be able to describe and compare current types of network hardware; describe in detail the purpose and operations of the protocols making up the OSI and Internet protocol suites; write software taking advantage of selected protocol stacks; describe and implement simple examples of the techniques used in client-server computing; and demonstrate an understanding of issues involved in planning and managing networks.

## Prerequisite

---

Software Technology 2 or Software Engineering 2A, and Systems Software.

## Class Contact

---

Up to six hours a week.

## Syllabus

---

This subject builds on the subject System Software. The subject starts with an introduction of different technologies and structures of a computer network, including LAN, WAN and the Internet. Description of layers of software added to an operating system to support networking, including the TCP/IP protocol suite, is discussed in detail. Techniques for client-server programming in different platforms are also examined. A popular distributed system, the WWW, and its programming techniques are discussed.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Files & Databases (4477)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Information Technology 1 and either Software Technology 1 or Software Engineering 1B.

### Corequisite

---

Software Technology 2.

### Learning Outcomes

---

Upon successful completion of this subject the students will be able to list, describe, and illustrate the steps in a database system development life cycle and illustrate the inputs and outputs in that process, with an emphasis on data modelling. Students will be able to discuss and illustrate the use of file organisation, indexes, and access methods appropriate to modern database management systems. Students will experience how to analyse and develop an appropriate set of data models for relational database implementation. The students will be able to demonstrate the use of the SQL language in a networked database environment.

### Syllabus

---

This subject covers the database development life cycle and database design in a practical manner. The emphasis is placed on relational database management systems, their development and implementation in a modern organisational environment. The use of modern query languages for relational databases is discussed and experienced. Additional topics include client server database computing, database administration, files and access methods, and physical database design issues.

### Class Contact

---

Up to five hours a week of lectures, tutorials, laboratory work and project work.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Information Technology (4478)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Syllabus

---

This subject examines the place of Information Technology in the modern world, and introduces students to the workings of computers, software and information systems. Topics covered include the IT revolution and its effects on society today and in the future; the process of information systems design; IT in the business context; basic network concepts and terminology; the use of world-wide computer networks; an introduction to basic hardware concepts and how computers work; an introduction to programming environments, concepts and practice; and an introduction to the concepts of data base management.

### Learning Outcomes

---

On completion of this subject students will have an appreciation of the overall field, and in particular will have a basic understanding of the technology and programming environments used in the small office or home office environment, and be capable of extending an existing application using basic data types and basic algorithm constructs.

### Class Contact

---

Up to five hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: System Software (4481)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)

## Syllabus

---

This subject provides an understanding of the "system software" elements of a computer system, from a programmer's view of machine architecture through to the workings of operating systems and their user and programming interfaces. Topics covered include assembly language; hardware features that support both modern operating systems and high level programming languages; the Application Programming Interface (API) of the operating system; the role of the operating system in process management, memory management, and resource management including deadlock avoidance; file systems including disk management; and performance factors. Unix and Windows are used and studied.

## Prerequisite

---

Software Technology 1 or Software Engineering 1B, and Computing Mathematics 1 or Mathematics 1.

## Learning Outcomes

---

On successful completion of this subject students will be able to demonstrate a basic understanding of computer architecture; construct simple assembly language programs; write simple software to manage system interrupts; write software that uses system level APIs provided by an operating system; solve problems associated with process management, memory and other resource management, and file system management; and use advanced features of an operating system shell.

## Class Contact

---

Up to five hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Software Technology 2 (4482)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)

### Prerequisite

---

Information Technology 1, Software Technology 1, and Computing Mathematics 1.

### Learning Outcomes

---

On completion of this subject students should be able to construct software which is correct, robust, and maintainable; design new modules from existing library modules; choose data structures appropriate to an application; recognise and apply the principles of good software design; construct efficient algorithms for small problems; and use such design constructs as dynamic data structures, recursive algorithms and abstract data types.

### Corequisite

---

Computing Mathematics 2 or consent of Head of School.

### Class Contact

---

Two hours of lectures plus up to one and a half hours of lab/tutorial a week.

### Syllabus

---

This subject provides a systematic approach to the art and science of software construction. The subject provides an in-depth study of the software construction process. Topics covered include modular programming constructs, including encapsulation, information hiding, inheritance and polymorphism; the specification, modularisation and verification of abstract data types (ADTs); dynamic data structures and recursion including lists and trees; search tables. For ADTs in general, the subject deals with operations, representation and algorithms, space and time efficiency, and appropriateness for different applications.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Software Technology 1 (4483)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Learning Outcomes

---

On successful completion of this subject students will be able to build a complete and correct application using the skills of reuse of library modules; application of the principles of encapsulation and information hiding; and validation and testing. The students will be able to apply basic design constructs including structured data types and iterative control structures.

### Prerequisite

---

Introduction to Information Technology.

### Corequisite

---

Computing Mathematics 1.

### Syllabus

---

This subject lays the foundation of the art and science of software construction, introducing sufficient theory and practice of computer programming to enable further studies in computing. Topics covered include problem solving within an application framework; modular program construction including the principles of problem oriented data abstraction, encapsulation and information hiding; reusable component libraries; static data structures; sequential file I/O; and introductions to specification and code documentation; testing and correctness.

### Class Contact

---

Three hours of lectures plus up to two hours of lab/tutorial a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Professional Communication Skills (4493)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Three and half hours a week.

### Syllabus

---

This introductory subject develops an understanding of the communication skills, venues, and processes commonly used by effective professionals. Topics include the need to focus on audience, purpose, resources and constraints; choosing appropriate channels; preventing or minimising relational conflict, and resolving substantive conflict; and developing and maintaining communication credibility.

### Learning Outcomes

---

Students who pass the subject should be: competent at presenting specialised information, in both written and spoken forms, to a non-specialist audience; aware of the range of communication skills needed to work effectively in a team; and familiar with basic concepts about workplace communication.



## Unit: Curriculum Design For Flexible LearningG (4497)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

It is expected that, on completion of this subject, participants will be able to critically evaluate existing approaches to subject and course design; use current theories and research on curriculum development and evaluation in higher education to develop a new subject or course, or evaluate an existing subject or course and prepare recommendations for change; and articulate a personal, internally-consistent position on effective subject and course leadership which is informed by current theories and research on educational leadership in higher education.

### Syllabus

---

In this subject, participants will develop a substantive framework and procedures for the design, refinement and evaluation of subjects and courses. In establishing the framework, participants are expected to take into account emerging and recognised models of curriculum development and evaluation in higher education, as well as the variety of perspectives on effective educational leadership of a subject or course team. Working from the perspective of a subject or course team leader, participants will design an evaluation process for a subject or aspects of a course, and then conduct that evaluation. Alternatively, participants may conduct a needs analysis and develop a new subject or course based on that analysis.

### Class Contact

---

Up to three hours a week or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Teaching & Learning in Higher Education (4498)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject provides a structured setting in which participants develop a personal, internally-consistent working philosophy of teaching and learning through exploration of emerging and recognised models of adult learning, teaching and assessment. In establishing a working philosophy, participants are expected to take into account both the general context of higher education in Australia and the particular context of their own institution. Participants will work with colleagues who will assist them to clarify their ideas about teaching, learning and assessment, provide feedback on teaching and assessment practices, and support them while they refine their teaching approaches.

### Learning Outcomes

---

It is expected that, on completion of this subject, participants will be able to: articulate personal beliefs about teaching, learning and assessment in higher education which are informed by current theories and research; reflect critically on their own teaching and assessment practices; and design and monitor learning experiences which take account of current theoretical and research findings related to student learning in higher education.

### Class Contact

---

Up to three hours a week or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Environmental Design Doctoral Prjt:AM (4500)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2006)

## Learning Outcomes

---

To allow students individually to explore an initial research project for further development.

## Prerequisite

---

Theoretical or Technical Study in Environmental Design, and Research Methods in Environmental Design.

## Syllabus

---

A supervised project which establishes the candidate's approach for the subject Environmental Design Doctoral Project B D and tests the feasibility of that approach.

## Class Contact

---

Two hours a fortnight.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Environmental Design Doctoral Prjt:BD FT (4501)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Class Contact

---

Two hours a fortnight.

### Learning Outcomes

---

To draw on a candidate's professional experience and expertise and extend them.

### Prerequisite

---

Environmental Design Doctoral Project A M.

### Syllabus

---

A candidate will be required to prepare a portfolio and/or other document which records and makes a critical assessment of the work that has been undertaken in practice and which is to be extended in this degree. The work will entail systematic and critical research including a review of the relevant literature in order to locate the study in relation to others' work in the field, the development of a clear statement as to the aims and objectives of the study, systematic investigation of the topic and the development of a theoretical position.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Methods Environmental Design M (4504)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2005, 2006)

### Prerequisite

---

Course entry.

### Learning Outcomes

---

To prepare students to undertake research in Environmental Design and to understand a range of information resources.

### Class Contact

---

Up to four hours a week.

### Syllabus

---

This subject introduces students to advanced research methodology through a critical review of literature on a selected topic and the development of an individual research program.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Theoretical/Technical Study in Env Des M (4508)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2006)

### Prerequisite

---

Course entry.

### Class Contact

---

Two hours a fortnight.

### Syllabus

---

An opportunity for the candidate to acquire through individual supervised study a specialised background in the chosen topic area.

### Learning Outcomes

---

To allow students to explore the research scope of a particular professional topic.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Legal Research & Writing M (4510)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

Students in this subject will

1. Learn advanced techniques in legal research, including the retrieval of legal information by electronic means.
2. Be able to identify, understand and evaluate different legal research methodologies, including comparative research, international research, and inter-disciplinary research.
3. Learn how to develop a research concept and put together a research proposal for a possible dissertation topic.
4. Develop the research expertise and theoretical and methodological frameworks necessary for the preparatory work required to undertake a substantial thesis in law.

## Syllabus

---

This subject aims to provide students with the research, analytical and writing skills required for successful postgraduate studies in law. Research methodologies will include researching Australian materials, overseas legal materials, interdisciplinary research and computer assisted legal research. Legal analysis will focus on various schools of legal thought as they reflect on legal research and writing. Assessment will be by assignments and the preparation of a substantial research proposal.

## Prerequisite

---

Admission to one of the following courses Master of Laws, Master of Corporate Law, Master of Taxation, Doctor of Philosophy (Corporate Law) or Doctor of Legal Science.

## Class Contact

---

Up to four hours a week.



## Unit: Advanced Public Administration M (4511)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legal Research Reading M (4514)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students in this subject will research and explore a particular legal topic in depth; prepare a legal paper which reports the results of such research; and present a seminar based upon the paper.

## Syllabus

---

This subject aims to provide students with the opportunity of engaging in an independent research project of their choice. After due consultation with the subject supervisor, students may elect an independent reading course which provides the opportunity for independent investigation in a specific legal area. Assessment will be based upon the preparation of a research paper and seminar presentation in the chosen area of investigation.

## Prerequisite

---

Admission to a Masters degree in law, corporate law, taxation, or to the Doctor of Legal Science degree, or equivalent program.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Public Administration Dissertation D:FT (4515)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Course entry and permission of the course convener.

### Learning Outcomes

---

On completing this subject, participants will have demonstrated the capacity to undertake a substantial piece of research in public administration; will have demonstrated the ability to utilise theory in addressing practical issues in public administration; will be equipped to undertake other research projects and to supervise and advise others engaged in such work.

### Class Contact

---

By arrangement.

### Syllabus

---

The professional doctorate provides the opportunity to bring together in a scholarly submission work done over a period of time. The candidate will be required to prepare a dissertation which records and makes a critical assessment of work that has been undertaken in practice and which is to be extended by analysis in this degree. This extensive work in an agreed specialised area will result in a dissertation which makes a significant contribution to the development of a profession in the field of public administration.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Public Administration Dissertation D:PT (4516)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Syllabus

---

The professional doctorate provides the opportunity to bring together in a scholarly submission work done over a period of time. The candidate will be required to prepare a dissertation which records and makes a critical assessment of work that has been undertaken in practice and which is to be extended by analysis in this degree. This extensive work in an agreed specialised area will result in a dissertation which makes a significant contribution to the development of a profession in the field of public administration.

### Prerequisite

---

Course entry and permission of the course convener.

### Class Contact

---

By arrangement.

### Learning Outcomes

---

On completing this subject, participants will have demonstrated the capacity to undertake a substantial piece of research in public administration; will have demonstrated the ability to utilise theory in addressing practical issues in public administration; will be equipped to undertake other research projects and to supervise and advise others engaged in such work.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legal Science Dissertation D:FT (4517)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Syllabus

---

Candidates will be required to undertake original research resulting in a significant contribution to knowledge and/or the application of knowledge within a particular area of specialisation within the field of law. The work will include a searching review of the literature, a systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered dissertation demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship to the broader legal framework within which the dissertation is located.

### Class Contact

---

Regular meetings with dissertation supervisor.

### Prerequisite

---

Admission to Doctor of Legal Science course and completion of coursework requirements.

### Learning Outcomes

---

Students in this subject will write a dissertation (approximately 60,000 words) which constitutes a substantial piece of original and sustained legal research on a significant legal topic.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legal Science Dissertation D:PT (4518)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

## Learning Outcomes

---

Students in this subject will write a dissertation (approximately 60,000 words) which constitutes a substantial piece of original and sustained legal research on a significant legal topic.

## Syllabus

---

Candidates will be required to undertake original research resulting in a significant contribution to knowledge and/or the application of knowledge within a particular area of specialisation within the field of law. The work will include a searching review of the literature, a systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered dissertation demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship to the broader legal framework within which the dissertation is located.

## Class Contact

---

Regular meetings with dissertation supervisor.

## Prerequisite

---

Admission to Doctor of Legal Science course and completion of coursework requirements.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Partners in Learning (4521)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Business Research Methods M (4522)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject aims to provide students with the analytical skills required for successful postgraduate study. Research methods studied include a range of parametric and non-parametric statistical techniques. The written component will emphasise the preparation and testing of a research hypothesis. Assessment will be by assignments and preparation and testing of a research hypothesis.

## Prerequisite

---

Admitted to the Doctor of Business Administration course.

## Learning Outcomes

---

Students in this subject will 1 Learn advanced techniques of business research, involving the use of a range of empirical research techniques. 2 Understand the basics of hypothesis formation and testing. 3 Develop expertise in the use of statistics in research, especially sample design and sampling techniques. 4 Develop expertise in survey design.

## Class Contact

---

Normally three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Administration Dissertation D:F (4523)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

Candidates will be required to undertake original research resulting in a significant contribution to knowledge and/or the application of knowledge within a particular area of specialisation within the field of business. The work will include a searching review of the literature, a systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered dissertation demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship to the broader business environment within which the dissertation is located.

### Learning Outcomes

---

Students in this subject will write a dissertation (approximately 60,000 words) which constitutes a substantial piece of original and sustained legal research on a significant legal topic.

### Class Contact

---

Normally at least one-half an hour a week of direct contact with supervisors.

### Prerequisite

---

Admitted to Doctor of Business Administration course and completion of course requirements.

## Unit: Business Administration Dissertation D:PT (4524)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005, 2006, 2007, 2008)

- R1 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students in this subject will write a dissertation (approximately 60,000 words) which constitutes a substantial piece of original and sustained legal research on a significant legal topic.

## Syllabus

---

Candidates will be required to undertake original research resulting in a significant contribution to knowledge and/or the application of knowledge within a particular area of specialisation within the field of business. The work will include a searching review of the literature, a systematic approach to the acquisition of knowledge and the preparation of a substantial and well-ordered dissertation demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship to the broader business environment within which the dissertation is located.

## Class Contact

---

Normally at least one-half an hour a week of direct contact with supervisors.

## Prerequisite

---

Admitted to Doctor of Business Administration course and completion of course requirements.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Preliminary Professional Project M (4525)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This subject aims to provide students with the research, analytical and writing skills required for successful postgraduate study. Research methodologies will include researching Australian materials, overseas materials, interdisciplinary research and computer assisted research. The written component will emphasise the preparation of a research proposal. Assessment will be by assignments and preparation of a research proposal.

## Class Contact

---

Normally three hours a week.

## Learning Outcomes

---

Students in this subject will learn advanced techniques of business research, including the retrieval of information by electronic means, be able to identify, understand and evaluate different research methodologies, including; comparative research, international research, and inter-disciplinary research; develop a research concept and put together a research proposal for a possible dissertation topic; develop the research expertise and theoretical and methodological frameworks necessary for the preparatory work required to undertake a substantial thesis.

## Prerequisite

---

Admission to the Doctor of Business Administration course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Research Methodology M (4526)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This advanced research subject will expose candidates to the main theoretical ideas which underpin business research. The seminars will encourage candidates to discuss various approaches to research. The subject will also involve analysis of relevant literature which may provide the theoretical support for the candidate's approach to the Dissertation and assesses the feasibility of that approach.

## Learning Outcomes

---

On completing the subject, participants; will have acquired knowledge of the methodology that underpins business research; will be able to choose the appropriate research methods for particular circumstances; and will have undertaken some preliminary work in identifying the approach to a dissertation.

## Prerequisite

---

Admission to Doctor of Business Administration course.

## Class Contact

---

Normally three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting Theory M (4527)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

At the completion of this subject students should have acquired an understanding of some of the major theoretical controversies in accounting, auditing, finance, public sector accounting and financial management. Major issues considered include the scientific method; measurement and valuation; theory formulation; professional ethics; public sector accounting and cultural influences on accounting.

## Learning Outcomes

---

At the completion of this subject students will have developed a conceptual framework for assessing the worth of accounting information and an understanding of theorising in accounting; understand the objectives of accounting and be able to relate them to concepts discussed in earlier accounting subjects; understand and be able to apply alternatives to the historical cost measurement system; understand the ethical standards required of a professional; have considered some critical theories and recent research which have begun to influence accounting.

## Class Contact

---

Normally three hours a week.

## Prerequisite

---

Accounting M4.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Contemporary Tourism Issues M (4528)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

To achieve a critical understanding of tourism in Australia and the Pacific Rim; to develop an understanding of the history and development of tourism as a field of study; to identify trends and issues in contemporary tourism management theory; to utilise an advanced level of analysis and research in a series of tourism case studies.

## Syllabus

---

A year long seminar-based subject which examines major contemporary issues facing the tourism industry. Australian and overseas case studies will be used to highlight alternative management strategies. Major issues to be studied will include sustainable tourism development, globalisation processes, Pacific Rim tourism, foreign investment in the tourism industry, industrial issues within the tourism and hospitality industry, tourism administration, quality control in service industries, tourist promotion and marketing, indigenous tourism, eco-tourism, and national, state and regional tourism policy.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Regional Tourism Development M (4529)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- Y (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Tourism is increasingly being promoted as a tool of regional and local tourism development. The subject will examine the use of tourism as an employment generator and as a mechanism for economic development using Australian and overseas examples. The subject will discuss the role of strategic tourism management and planning strategies, tourism location strategies, and the role of integration of marketing and planning functions within the tourism development process. Attention will also be given to the relationship between the public and private sector and the social and environmental effects of tourism development.

## Learning Outcomes

---

To develop skills and knowledge in strategic regional tourism planning, management and marketing; to utilise techniques in the analysis of the economic, social, environmental and political impacts of tourism; to be able to undertake tourism public policy analysis.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Studies Masters Thesis Proposal (4530)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject focuses on the principles, design, philosophy, methodology and application of tourism research. Emphasis is given to the interdisciplinary nature of tourism research and its associated methodological problems. Students should have defined their topic and commenced their research program by May. In the latter part of the subject, students will give a seminar presentation on their research proposal.

## Class Contact

---

Up to four hours a week.

## Learning Outcomes

---

To achieve a critical understanding of the values and ethics involved in tourism research; to define research problems in the field of tourism studies; to identify and utilise appropriate qualitative and quantitative tourism research methodologies; to effectively communicate the results of tourism research to stakeholders.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Studies Masters Thesis M:PT (4531)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

## Learning Outcomes

---

To achieve a critical understanding of the values and ethics involved in tourism research; to define research problems in the field of tourism studies; to identify and utilise appropriate qualitative and quantitative tourism research methodologies; to effectively communicate the results of tourism research to stakeholders; to undertake and produce a major piece of independent research in tourism studies.

## Syllabus

---

This thesis shall comprise advanced study and research embodying an original investigation within the field of tourism studies. Each student will conduct research under a supervisor shall report on the progress of the student at the end of each semester. The thesis shall normally consist of between 30,000 and 50,000 words. The major thesis component of the course consists of the subjects Tourism Studies Masters Thesis Proposal and Tourism Studies Masters Thesis which comprises two-thirds of the academic requirements for the degree.

## Prerequisite

---

Tourism Studies Masters Thesis Proposal or permission of Head of Program.

## Class Contact

---

By arrangement.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Tourism Studies Masters Thesis M:FT (4532)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Tourism Studies Masters Thesis Proposal or permission of Head of Program.

### Syllabus

---

This thesis shall comprise advanced study and research embodying an original investigation within the field of tourism studies. Each student will conduct research under a supervisor shall report on the progress of the student at the end of each semester. The thesis shall normally consist of between 30,000 and 50,000 words. The major thesis component of the course consists of the subjects Tourism Studies Masters Thesis Proposal and Tourism Studies Masters Thesis which comprises two-thirds of the academic requirements for the degree.

### Class Contact

---

By arrangement.

### Learning Outcomes

---

To achieve a critical understanding of the values and ethics involved in tourism research; to define research problems in the field of tourism studies; to identify and utilise appropriate qualitative and quantitative tourism research methodologies; to effectively communicate the results of tourism research to stakeholders; to undertake and produce a major piece of independent research in tourism studies.

## Unit: Consumer Behaviour (4533)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- UCT4 (AIM, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)
- S1A (HIE, Legacy)
- S1A (AIM, Legacy)
- UCT4 (WBC, Face-to-Face)
- UCT4 (IAL, Face-to-Face)
- UCT2 (WBC, Face-to-Face)

## Learning Outcomes

---

Understand consumer behaviour theories and their implications for marketing; implement consumer behaviour findings into marketing strategies; develop an analytical understanding of consumer behaviour.

## Prerequisite

---

Marketing or by special permission from the lecturer.

## Syllabus

---

What makes consumers purchase one product over another? Issues that are explored in this subject include: what process do consumers go through when selecting products? How important is the consumer's culture or social status when designing a marketing strategy? is the role of emotion and humour essential in a marketing campaign? why should customer complaints be the number one priority for everyone in organisations? this subject is supported by theories and articles aimed at providing students with an analytical background to develop effective marketing strategies.

## Class Contact

---

Two hour lectures and one and a half hour tutorial.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum



- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Consumer Behaviour G (4534)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Understand consumer behaviour theories and their implications for marketing; implement consumer behaviour findings into marketing strategies; develop an analytical understanding of consumer behaviour; to reflect on our learning.

## Class Contact

---

Two hours lectures, one and one half hours tutorials a week.

## Syllabus

---

What makes consumers purchase one product over another? issues that are explored in this subject include: what process do consumers go through when selecting products? how important is the consumer's culture or social status when designing a marketing strategy? is the role of emotion and humour essential in a marketing campaign? why should customer complaints be the number one priority for everyone in organisations? this subject is supported by theories and articles aimed at providing students with an analytical background to develop effective marketing strategies.

## Prerequisite

---

Marketing or by special permission from the lecturer.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Performance & Evaluation Management G (4538)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

## Syllabus

---

This subject will provide students with training in performance management and evaluation techniques, both quantitative and qualitative. In particular, concepts such as benchmarking, continuous improvement and quality assurance will be applied to actual case studies. This subject is one of the "core" subjects in the Graduate Certificate in Regional and Local Government Management.

## Prerequisite

---

Course entry requirements.

## Class Contact

---

Forty hours in online delivery mode.

## Learning Outcomes

---

Carry out basic evaluation of their organisation's activities, thereby reducing dependence upon external consultants; be in a position to construct mechanisms enabling them continuously to monitor organisational performance and service delivery effectiveness and efficiency; and manage the human resources available to their organisation in a constructive and productive fashion.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Comparative Regional & Loc Gov Studies G (4540)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Thirty five hours.

### Learning Outcomes

---

Access the relevant comparative literature and case studies to aid in solving local and regional development problems; and creatively adapt a wide variety of reported practices to deal with the unique developmental requirements of their particular regional organisation.

### Syllabus

---

The subject materials will focus in particular upon the politics of inter-governmental financial and policy relations and the potentialities of regionalisation of services. The subject will utilise a variety of case study and comparative materials and focus upon the methodologies required to apply these materials in different institutional settings. It will also analyse the different Australian State systems and their interaction with local and regional administrations.

### Corequisite

---

Local and Regional Management G1 (Planning); Performance and Evaluation Measurement G.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 1 (Communication) (4553)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 1 (Education) (4554)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Exchange 1(Inf Sci & Tech) (4556)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 1 (Management) (4557)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 2 (Communication) (4559)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 2 (Education) (4560)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 2(Inf Sci & Tech) (4562)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 2 (Management) (4563)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 3 (Communication) (4565)

---

**Level:** 3      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 3 (Education) (4566)

---

**Level:** 3      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Exchange 3(Inf Sci & Tech) (4568)

---

**Level:** 3      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Business, Law & Info Sciences - Business Team

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Exchange 3 (Management) (4569)

---

**Level:** 3      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Science 2 (4573)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

In this subject, students will continue their study of the structure and function of the human body and its application to clinical disturbances. All previously learned knowledge will be brought together to discuss homeostasis.

## Prerequisite

---

Human Science 1.

## Class Contact

---

Two-hour lecture and three-hour tutorial/laboratory a week.

## Learning Outcomes

---

At the end of the subject, it is expected that students will be able to demonstrate their knowledge of physiology and anatomy concepts; recall information from Human Science 1 and apply it to the functioning of the human body as a whole; and integrate their understanding of human structure and functioning as it applies to health and illness.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Copywriting G (4575)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

See subject 004244 Copywriting.

## Prerequisite

---

Admission to the preparatory year of the coursework Master of Advertising and Public Relations.

## Learning Outcomes

---

See subject 004244 Copywriting.

© 2004-2019 University of Canberra

## Unit: Integrated Communication Campaigns M (4576)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** Not offered (Also available in: 2007)

### Prerequisite

---

Admission to the Masters year.

### Class Contact

---

To be advised.

### Learning Outcomes

---

With the completion of this subject, students will be able to formulate objectives for a marketing communication campaign; plan, conduct and evaluate research for an integrated campaign; develop a strategic plan for an integrated marketing communication campaign; develop and evaluate a media buying plan for an integrated marketing communication campaign.

### Syllabus

---

This subject will focus on Integrated Marketing Communications (IMC), a revolutionary approach to marketing communication. Traditionally, the various components of marketing communication, i.e. advertising, public relations, sales promotion, direct marketing and so forth have operated largely independently of each other. The IMC paradigm stresses that marketing communication operates in an environment of saturation by product messages, increasing inattentiveness on the part of consumers, and a reduction in the product cycle which means that any technological innovation you introduce is likely to be copied by competitors within weeks. The effective use of consumer databases is an important feature of IMC. Finally, IMC emphasises quantifiable empirical measures and accountability.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Marketing Communication M (4577)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Admission to the Masters year.

### Class Contact

---

To be advised.

### Learning Outcomes

---

With the completion of this subject, students will be able to understand the problems of international marketing communications, solve such problems, build international marketing communications strategies, and practise marketing communications at the international level.

### Syllabus

---

This subject will advance students' knowledge of international marketing communications. Topics covered include how the practice of marketing communications is carried out in international markets, why there is a need for adaptation and modification to the message and how planning takes place in various markets. Also examined are the influences that have to be taken into account when communication to international markets and the influence of culture on the consumer in terms of their motivations, values and consumption of product and media.

## Unit: Marketing Communication Research M (4581)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Learning Outcomes

---

With the completion of this subject, students will be able to develop secondary research search, develop successful qualitative questionnaires, write and present a research report and use all those skills in the development of effective marketing communication.

### Prerequisite

---

Admission to the Masters year.

### Syllabus

---

This subject is an advanced subject that will give students a strong foundation in the areas of both qualitative and quantitative research. It is designed to show how the mid-level manager will be able to make better informed decisions through the use of marketing research tools. Also examined will be how the various marketing research tools are applied to marketing communication.

### Class Contact

---

See course convener.



## Unit: Marketing Comm Research Project M (4582)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2005)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing Communication Strategy M (4583)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject will give advanced consideration to advertising, public relations, broadcast management and other marketing communication practices and strategies as media planning, media buying, evaluation and execution. Students will use the case study technique to plan, direct, organise, control and provide feedback for managerial communication techniques used in advertising, public relations and marketing communication.

### Prerequisite

---

Admission to the Masters year.

### Class Contact

---

See course convener.

### Learning Outcomes

---

With the completion of this subject, students should be able to plan and execute advertising campaigns; undertake media planning and the execution of media plans; devise and execute public relations strategies.

## Unit: Marketing Communication Theory M (4584)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

With the completion of this subject, students will have obtained an advanced understanding of human and consumer information processing theory; understood how these theories relate to the field of Marketing Communication; understood the nature and role of the Self-Concept in communication and behaviour; understood the nature of emotion and its significance for responses to communication.

## Syllabus

---

The title of this subject is intentionally ambiguous, in that it focuses on communication theory that is relevant to marketing communication and on marketing communication theory. The subject begins with an overview of the development of ideas about communication; it moves on to the micro level with a detailed examination of human, and specifically consumer information processing, including the role of emotion in message reception. The subject continues at the micro level with a seminar on personal constructivism, then moves to the macro level with social constructivism. The basis for the formation of public opinion is examined, including computer-based methods for analysing audiences. Cognitive mapping and geodemographics are considered. Finally, two seminars will focus on the intercultural dimensions of communication before a closing seminar dealing with the production side.

## Prerequisite

---

Admission to the Masters year.

## Class Contact

---

Seminar times to be advised.

## Unit: Public Relations Strategy G (4586)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Admission to the preparatory year of the coursework Master of Advertising and Public Relations.

### Class Contact

---

One three-hour seminar a week.

### Learning Outcomes

---

With the completion of this subject students will understand good practice in public relations management; have skills in the design, implementation and analysis of public relations campaigns.

### Syllabus

---

This subject is concerned with strategies, management and evaluation of public relations. It considers financial and administrative considerations in program planning, monitoring and evaluation. Students will participate in the design, implementation and analysis of a designated public information campaign. The subject will include field work in an in-progress or completed public relations campaign.

## Unit: Educ Professional Doctoral Thesis D:FT (4590)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Prerequisite

---

Completion of coursework subjects and approval of Divisional Higher Degrees and Scholarships committee.

### Syllabus

---

A candidate will be required to undertake an original research project resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study within the broad field of education. Thesis work consists of two linked stages development of a theoretical framework and methodology; and information gathering, analysis and presentation of results. The first stage of the thesis requires the candidate to develop a theoretical framework and methodology for research into an aspect of professional educational practice. In the second stage of the thesis, the candidate reports on the findings resulting from the research undertaken. This report may take forms other than a written submission, but where an alternative mode is proposed it must be approved by FHDSC. Students will be required to give one seminar relating to the first stage, and a further seminar relating to the second stage of their thesis work.

### Learning Outcomes

---

The completion of an original research project resulting in a significant contribution to knowledge and understanding within a designated area of Education.

## Unit: Educ Professional Doctoral Thesis D:PT (4591)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

## Learning Outcomes

---

The completion of an original research project resulting in a significant contribution to knowledge and understanding within a designated area of Education.

## Syllabus

---

A candidate will be required to undertake an original research project resulting in a significant contribution to knowledge or understanding and/or the application of knowledge within a designated area of study within the broad field of education. Thesis work consists of two linked stages development of a theoretical framework and methodology; and information gathering, analysis and presentation of results. The first stage of the thesis requires the candidate to develop a theoretical framework and methodology for research into an aspect of professional educational practice. In the second stage of the thesis, the candidate reports on the findings resulting from the research undertaken. This report may take forms other than a written submission, but where an alternative mode is proposed it must be approved by FHDSC. Students will be required to give one seminar relating to the first stage, and a further seminar relating to the second stage of their thesis work.

## Prerequisite

---

Completion of coursework subjects and approval of Divisional Higher Degrees and Scholarships committee.

## Unit: Educ Professional Doct Thesis Prep D:FT (4592)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of two elective subjects and approval of Divisional Higher Degrees and Scholarships Committee.

### Class Contact

---

Up to twelve hours a week.

### Learning Outcomes

---

Informed and appropriate decisions about the type of research thesis to undertake; knowledge and understanding of different educational research methodologies; capacity to conduct such doctoral research; preparatory reading and planning of thesis topic.

### Syllabus

---

This subject provides a comprehensive coverage of the currently accepted research designs and methodologies within the broad education field. It considers research design paradigms along a scientific naturalistic continuum together with the related data collection and analysis methods.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Edu Professional Doct Thesis Prep D:PT (4593)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- Y (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides a comprehensive coverage of the currently accepted research designs and methodologies within the broad education field. It considers research design paradigms along a scientific naturalistic continuum together with the related data collection and analysis methods.

## Class Contact

---

Up to twelve hours a week.

## Prerequisite

---

Completion of two elective subjects and approval of Divisional Higher Degrees and Scholarships Committee.

## Learning Outcomes

---

Informed and appropriate decisions about the type of research thesis to undertake; knowledge and understanding of different educational research methodologies; capacity to conduct such doctoral research; preparatory reading and planning of thesis topic.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Studies in Educational Policy M (4594)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

Understanding of educational policy analysis; enhanced skills as policy advisers, framers, implementers and evaluators in educational settings; an understanding of the techniques of policy analysis within a framework of the concepts and models of education politics.

## Syllabus

---

This subject is designed to develop students' understanding of educational policy analysis and to assist students to enhance their skills as policy advisers, framers, implementers and evaluators in educational settings. Techniques of policy analysis will be explored in conjunction with concepts and models of education politics. Topics related to policy analysis include modes of policy argument, problem structuring, forecasting, recommending policy action, policy implementation, monitoring policy outcomes, evaluating policy performance, policy termination, metapolicy and megapolicy. These topics will be examined through reference to theories of government action, models of political action and the concepts of power, participation, scarcity, conflict and accountability as these apply to educational contexts.

## Prerequisite

---

Admission to approved masters or doctoral course in Education.

## Class Contact

---

Up to six hours a week.

## Unit: Studies in Educational Theory/Practice M (4595)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Learning Outcomes

---

An understanding of the ways in which educational and broader social theory seeks to influence education; an ability to assess the impact of different theoretical perspectives on educational practice; ability to conceptualise the role of practitioners as theory builders and of the notion of 'grand theory' seeking universal explanations for educational phenomena.

### Syllabus

---

This subject will explore ways in which educational and broader social theory seeks to influence education and will make an assessment of the impact of different theoretical perspectives on educational practice. Theory-making will be conceived not only as a top-down, deductive process seeking to influence practice but also as a process that emerges from practice itself and is capable of transforming existing practice. The role of practitioners as theory builders will be examined as will the notion of 'grand theory' seeking universal explanations for educational phenomena.

### Class Contact

---

Up to six hours a week.

### Prerequisite

---

Admission to approved masters or doctoral course in Education.

## Unit: Studies in Learning & Instruction M (4596)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

An investigation of models of teaching and learning as they apply to different educational contexts; an assessment of the effectiveness of teaching and learning models in practical contexts; ability to design appropriate forms of assessment for measuring or portraying learning outcomes.

## Prerequisite

---

Admission to approved masters or doctoral course in Education.

## Class Contact

---

Up to six hours a week.

## Syllabus

---

Teaching and learning are at the core of the educational enterprise and may be conducted in a variety of contexts, both formal and informal. This subject will investigate models of teaching and learning as they apply to different educational contexts and will make an assessment of the effectiveness of these models in practice. Students will become familiar with the a broad range of literature that will include different paradigmatic assumptions. New paradigms for understanding the learning process will be explored. There will also be an emphasis on the assessment of learning and on the design of appropriate forms of assessment for measuring or portraying learning outcomes.

## Unit: Database Systems (4599)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject concentrates on the database modelling, analysis, and database administration functions in large organisations. Concentration will be on the database administration issues for client server databases that are geographically disbursed.

## Prerequisite

---

Files and Database or Computer Engineering 3B.

## Learning Outcomes

---

Upon successful completion of this subject students will understand how to analyse a set of complex data and develop the appropriate data models for database implementation in a networked client server environment. Students will be able to describe, illustrate, and discuss advanced database administration issues and concepts. Students will be able to list the essential features of modern database developments and issues facing modern database systems. Students will be able to describe the use of modern databases and database applications in emerging technologies.

## Class Contact

---

Up to four hours a week of lectures, tutorials and seminars.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Digital Communication Networks (4600)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject, students will have a detailed understanding of a small operating system for an embedded communications system; ability to extend the operating system to support a specific network adaptor; and ability to write an application which transfers data between interconnected systems.

## Class Contact

---

Up to five hours a week.

## Prerequisite

---

Systems Software, Software Technology 2 or Software Engineering 2A.

## Syllabus

---

This subject has been designed for engineering students in all information engineering streams and covers selected topics from the fields of operating system design and implementation, protocol implementation and communications hardware interfacing. Topics such as device configuration, network management and performance monitoring will also be covered. Students will be required to complete a network programming project, which will be assessed on the basis of an oral presentation and a written report.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: General Systems Theory (4601)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- BCS2 (BRISBANE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject explores a general framework for understanding diverse kinds of systems, including 'hard' systems such as those found in engineering applications, and 'soft' systems in which the structure of the system is less well defined and generally involving some form of human activity. The practical application of systems theory is in advanced problem-solving in systems. The main question which will be pursued during the semester is whether the techniques and ideas of so-called 'action research' - a way of finding out about the world first described by Lewin and refined and diversified by a number of authors and researchers including Checkland.

## Learning Outcomes

---

On successful completion of this subject, students will possess the rigorous thinking framework of general systems theory and soft systems methodology and will be able to apply it to many discipline areas and fields of study.

## Class Contact

---

Up to four hours of lectures and tutorials a week.

## Prerequisite

---

Not less than 36 credit points towards an undergraduate award or admission to a graduate course. Completion of Information Technology 2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Languages & Compilers (4602)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students should possess familiarity and some experience with lexical and syntax analysis tools and their principles; ability to express programming language semantics in standard forms; and experience in implementing a complete translator for a small language.

## Class Contact

---

Up to five hours a week.

## Syllabus

---

This subject aims to study the theoretical and practical aspects of programming languages and their translators. Topics include formal grammars, syntax specification, lexical analysis and parsing, semantic analysis, code generation, code optimisation and error recovery procedures.

## Prerequisite

---

Software Technology 2 and Systems Software (for Bachelor of Information Technology students); Software Engineering 2A and 2B (for Bachelor of Software Engineering and Bachelor of Engineering in Software Engineering students); Computer Engineering 2A and 2B (for Bachelor of Engineering in Computer Engineering students).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Machine Intelligence (4603)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to four hours a week of lectures, tutorials and seminars.

## Prerequisite

---

Software Technology 2 or Software Engineering 2A or Computer Engineering 2A.

## Learning Outcomes

---

From this subject students should gain a basic understanding of the major areas of current Machine Intelligence research and use. They should be able to write simple programs to demonstrate aspects of Machine Intelligence using a suitable programming language.

## Syllabus

---

This subject looks at those techniques and concepts which when implemented on a machine allow that machine to carry out actions which are normally thought of as requiring intelligence when carried out by humans. Topics are selected from heuristic search and problem reduction, natural language processing, expert systems, computer assisted instruction, speech understanding, vision, theorem proving, pattern recognition, robotics and machine learning.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Object Oriented Software Design (4604)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)

### Class Contact

---

Up to four hours a week of lectures, tutorials and seminars.

### Prerequisite

---

Software Technology 2 and Systems Software (for Bachelor of Information Technology students); Software Engineering 2A and 2B (for Bachelor of Software Engineering and Bachelor of Engineering in Software Engineering); Computer Engineering 2A and 2B (for Bachelor of Engineering in Computer Engineering).

### Syllabus

---

The subject provides theoretical and practical knowledge for applications programmers designing and building large computer software systems with Object Oriented (OO) techniques. Design methods, reusability, inheritance, polymorphism and genericity are emphasised.

### Learning Outcomes

---

On successful completion of the subject students will understand how the OO paradigm can be used to achieve quality software; and how fundamental software engineering principles are applied in OO. They will be able to design and implement a small application using an OO language and the OO paradigm; design OO systems that are correct, robust, maintainable and composed of reusable components; distinguish between good and poor designs; design object classes which are specific to an application or which may be reused in other applications; and use and modify classes from a class library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Real-Time Computing & Control (4605)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to six hours a week.

### Learning Outcomes

---

On successful completion of this subject students should possess limited experience of "hard" real time constraints and how to construct reliable programs for such environments; experience with several modern computer-based control system technologies in realistic situations; and ability to select the most appropriate technique for a control problem.

### Prerequisite

---

System Software, Computer Technology 2, Signals and Systems.

### Syllabus

---

Typical constraints and programming strategies for "hard" real time software systems are introduced. The subject starts with a review on hardware components of a computer system, task dispatching and interrupt handling. The subject then emphasises different control modules such as interlock, sequence, auto start-up/shutdown, protection, regulation, etc. For regulatory control, the three control technologies of proportional-integral-differential (PID) control, fuzzy logic control, and neural network control are treated in detail. Different modelling techniques such as the integral-differential equation, difference equation, transfer function, rule based systems, etc. are also discussed in the subject.



## Unit: Visual & Interactive Computing (4607)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Software Technology 2 and Computing Mathematics 2 Mathematics 2 or Linear Algebra or Games Programming Techniques.

### Syllabus

---

Principles and application of real time 3D computer graphics, covering a selection of the following topics; OpenGL Programming, display processor architectures (3D accelerators), 3D data structures, Rendering algorithms, industry standards, graphics libraries, geometry of solid models, viewing transformations, simple animation and colour theory. Assignment work emphasises implementation of many of the techniques.

### Learning Outcomes

---

On successful completion of this subject students should possess: analysis and programming skills for real time 3D graphics, an understanding of 3D hardware, the ability to identify and use appropriate software for implementing a 3D graphics application, an understanding of perceptual and human factors involved in graphical application development and an understanding of animation techniques in 3D.

### Class Contact

---

Up to five hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Criminal Law (LLB) (4619)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will provide students with an understanding of the principles of the criminal law of the Australian Capital Territory and New South Wales. It examines the mental and physical elements of offences with particular reference to homicide, non-fatal offences against the person, sexual offences, drug offences, theft and larceny, inchoate offences, defences and complicity. The subject will also introduce students to criminal practice including the standard of proof, the formation and role of the jury and the trial process.

## Learning Outcomes

---

Upon satisfactory completion of this subject students will understand and be able to apply the principles of the criminal law as practised in the Australian Capital Territory and New South Wales. Students will develop further the skills of legal reasoning and analysis, advocacy, legal research and writing, and problem solving.

## Class Contact

---

Four hours a week.

## Prerequisite

---

Entry into the Graduate LLB Program and Law 1 Introduction to Law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Evidence LLB (4620)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

An understanding of the rules relating to evidence, their origin in the common law and the Evidence Act 1995 (C'th) and (NSW), the principles underlying those rules and their relationship to substantive law; an ability to apply the relevant rules and to predict their operation; familiarity with the contexts in which rules of evidence are significant; an ability to find the relevant law and law reform proposals relating to evidence; improved skills in legal research and writing, critical analysis, legal problem solving, advocacy, client presentation and communication.

## Class Contact

---

Three hours of lectures and one and a half hours of tutorials a week.

## Syllabus

---

Evidence is a branch of procedural law which determines how facts can be proved in litigation. This subject aims to give a general understanding of the common law and legislation, particularly the Evidence Act 1995 (C'th) & (NSW), which regulates the proof of facts in federal, ACT and NSW courts and tribunals. Topics to be examined include the rules regarding the burden and standard of proof; presumptions and prima facie cases; exclusionary rules relating to the privilege against self-incrimination, client professional privilege and public interest immunity; examination of witnesses; real and documentary evidence; and the hearsay rule including admissions and confessions.

## Prerequisite

---

Entry into the graduate LLB Program and Law 1 Introduction to Law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Lawyers/Professional Responsibility LLB (4621)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legal Theory LLB (4622)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

The acquisition of knowledge and critical understanding of major jurisprudential and sociological theories of law. Developing the ability to apply these concepts, ideas and approaches in the theoretical and empirical analysis of the law and its relationship with social phenomena. Development of the ability to design and conduct studies which examine law in its philosophical and/or sociological contexts. Improved socio-legal research and writing skills. Enhanced skills in critical analysis of legal policy and proposals of law reform innovation. Greater ability to formulate and communicate socio-legal and jurisprudential ideas and arguments.

## Prerequisite

---

The law major of Law 1 - Law 6 or equivalent.

## Syllabus

---

This subject is concerned with the jurisprudential and sociological theories of law. As well as considering differing theories on the impact of law, selected areas which are subject to current comment and criticism are studied with the view of examining the value of various legal theories in explaining the law reform process. This embraces a consideration of utilitarian thought, differing legal techniques and the evaluation of any legislative response. To be eligible for the LLB with Honours, award a graduate must have completed an essay of at least 5,000 words in this subject, or the subject Public Companies, and have gained at least a credit grade for it.

## Class Contact

---

One and a half hours each week over two semesters.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Litigation & Dispute Processing LLB (4623)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Law 1 Introduction to Law or equivalent.

### Learning Outcomes

---

On completing this subject, students will understand the nature, appropriateness, strengths and weaknesses of various forms of dispute resolution, be able to demonstrate the communication skills involved with client interviewing; acquire some practical experience in mediation skills and techniques; have acquired a basic understanding of the rules of civil procedure, the principles underlying those rules and their relationship to substantive law; have demonstrated legal drafting skills in relation to pleadings and other litigation documents; and be able to identify major areas of reform to the rules of civil procedure, especially in regard to enhancing access to justice and ensuring the efficient resolution of legal disputes.

### Syllabus

---

This subject will provide students with a grounding in various dispute resolution methodologies. Particular attention will be given to issues of jurisdiction, standing, court procedures and the duties of advocates and the rights of parties. The course will also introduce students to alternative modes of dispute resolution (eg negotiation, mediation, and arbitration).

### Class Contact

---

Four hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computer Architecture & Implementation (4624)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Syllabus

---

The subject starts with a review of both hardware and software components of a computer system. Standard methods for quantitative system performance estimation and measurement are covered in an experimental manner. The subject then continues with different phases in designing a hardware component from functional description, logic design, to fabrication and chip testing. The VHDL language is used to design a hardware component. VLSI (Very Large Scale Integrated) circuit technology and its design techniques are introduced, with emphasis on gate arrays and field-programmable logic. Design for testability concept and circuit testing theory are introduced in very early stages of design process. Different techniques for performance improvement, from advanced CPU architecture like pipelining, branch prediction, etc. to optimisation of code and compiler technology are discussed.

### Learning Outcomes

---

On successful completion of this subject students should possess introductory experience of design technology for modern computer components and systems; experience and understanding of computer system performance calculation; and ability to compare the performance and commercial consequences of architectural features found in current and historical computer system families.

### Prerequisite

---

System Software, Computer Technology 2, Signals and Systems.

### Class Contact

---

Up to six hours a week.

## Unit: Computer Engineering 4 (4626)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to five hours a week.

### Syllabus

---

This subject contains a section on advanced computer science topics, and a section designed to follow the rapid changes occurring in computer engineering technology and practice by having a flexible content which changes from year to year to reflect the latest trends in the field. The first section deals with software verification, computability and complexity, and the second typically contains two small modules. Students have a significant input in the choice of the module topics, which may relate to technical innovation, the research interests of staff and higher degree students, proceedings of conferences, public sector policy, and developments in industry.

### Learning Outcomes

---

On successful completion of this subject students should be able to express the computational costs of algorithms quantitatively; understand the capabilities and limitations of software verification techniques; be familiar with areas of advanced computer engineering; be able to apply their conceptual understanding to the assessment of real engineering situations; and be able to read, assess, and explain the subject material from computing research papers.

### Prerequisite

---

Computer Engineering 3A and 3B.

## Unit: Computer Engineering Project (4627)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

Students undertake a major independent design project in supervised project teams, bringing together skills and knowledge gained during the course to produce engineering solutions to significant problems. Oral and written progress reports, seminar presentations, and a final thesis are required together with attendance at professional society technical meetings. The seminars consider such issues as quality management, risk analysis, marketing and professional ethics and responsibilities.

## Prerequisite

---

Computer Engineering 3A and Computer Engineering 3B and Computer Technology 2 and 12 weeks of approved industry experience.

## Learning Outcomes

---

On successful completion of this subject, in computer engineering work students should be able to analyse a client's needs in developing specifications from a design brief; evaluate options available in designing a system to meet specifications; implement, test and evaluate a design against the original brief; and apply project management principles, including those of concurrent engineering when appropriate, to a complex project.

## Class Contact

---

Up to four hours a week of lectures, tutorials and seminars. Individual supervision by staff.

## Unit: Employment Discrimination & the Law G (4644)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

Students learn to: discuss the application of legislative provisions and case law in hypothetical factual situations involving discrimination; demonstrate understanding of relevant inter-disciplinary material and ability to apply it in advising on and making decisions about discrimination; engage in critical analysis of aspects of employment discrimination law; identify and research employment discrimination and harassment materials; look at the law holistically and contextually.

### Syllabus

---

Examines the laws and the context which affect the formation and regulation of employment, discrimination and various minority groups in our changing society. What behaviours constitute discrimination and harassment? Why do they take place? Subject takes an up-close look at these questions and the legal responses to discrimination on the grounds of sex, marital status, pregnancy, race, disability, sexuality and age.

### Class Contact

---

Three hours a week.

### Prerequisite

---

Concepts and Elements of Law G, or Law in Administration G or equivalents.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Sports & the Law G (4645)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

This course is designed to sensitise students to the legal dimension of sport so that they should be able to recognise whether a particular issue has legal significance. The subject emphasises research skills. Students will be able to conduct affairs in sport, at all levels from recreational to fully commercial, knowing what legal issues may arise and being able to avoid the danger areas.

## Prerequisite

---

Concepts and Elements of Law or Law in Administration G.

## Syllabus

---

This subject examines the impact of the law on sport for administrators and participants. It deals with the law as it relates to the individual and the sporting organisation. It recognises that sport has considerable commercial significance and reviews the appropriate law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Broadcast Journalism 1 (4647)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject, students should be able to understand the role of television, radio and online journalists and the different forms that broadcast journalism takes; develop the skills necessary to research, write and produce news stories; and develop a critical perspective on the structures, policies and practices of the Australian and overseas broadcast industries.

## Syllabus

---

The subject extends basic knowledge of the newsgathering and production skills of television journalism. The subject also examines the nature of the television, radio and online industries, and the relationship between journalists, programs and audiences.

## Prerequisite

---

Broadcast Journalism 1 & 2 or permission of the course convener.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Broadcast Journalism 2 (4648)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject students should be able to research, write and produce broadcast-quality stories for radio and television news; an understanding of what is required to produce broadcast quality current affairs for radio and television, and an understanding of the professional context in which broadcast journalists work.

## Syllabus

---

This subject develops advanced skills in television and radio concentrating on scripting, editing and presentation of both news and current affairs. The subject examines contemporary broadcast newsroom practices and programming issues. Ethical, institutional and commercial constraints are considered. Tutorials will continue to develop newsgathering and production skills to broadcast standard.

## Prerequisite

---

Advanced Broadcast Journalism 1 or permission of the course convener.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: New Media 1 (4654)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This is an advanced media production subject designed to deepen students' knowledge of contemporary practice in the field of new media production, and enhance students' sense of the context of their own new media practice. Students will undertake self-directed research projects investigating technical, formal and/or cultural aspects of new media production. Students will also undertake production projects which draw on and apply the findings of their research. These projects may be carried over into New Media 2.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Upon completion of this subject, it is expected students will be able to: orient themselves within the fields of new media production; undertake research in that field; apply and adapt research findings to new media production projects; and undertake specialised creative practice in new media production.

## Prerequisite

---

Interactive Multimedia, or permission of the Head of School.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: New Media 2 (4655)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Media Production 1 and Media Production 2 or permission of the Head of School.

## Learning Outcomes

---

Upon completion of this subject, it is expected students will be able to: conceive, plan and produce a substantial new media production project; assess and select appropriate new media techniques and processes; and compile and present new media work to a professional standard.

## Class Contact

---

Three hours a week.

## Syllabus

---

This is an advanced media production subject which is designed to foster students' individual specialisations in new media production. The subject allows for the independent development of substantial production projects which draw on and consolidate new media production skills developed in previous subjects. The subject also focuses on the presentation of group and individual work in public and professional contexts.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Print Journalism 1 (4658)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students should be able to write a competent hard-news story for both print and online publications, be competent in finding and dealing with sources, and understand legal limitations on news stories.

## Syllabus

---

This subject builds on the news writing and reporting experience acquired by students in their first year. It concentrates on teaching hard-news techniques and institutes a 'rounds' system for students who will be expected to produce stories for the course's online publication. The subject looks at both print and online writing techniques, and at the legal restraints on news publication.

## Prerequisite

---

Introduction to Journalism, and Reporting, and enrolment in Journalism specialisation or elective minor in journalism.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Print Journalism 2 (4659)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject, students should be able to write a competent feature article, display competency in extended interview situations and understand the role of journalism in society.

## Prerequisite

---

Print Journalism 1.

## Syllabus

---

This subject introduces students to the concept and practices of newspaper and online feature writing. It concentrates on interview technique and feature-writing story structures. Students also study the role of journalism in society, and are expected to produce stories for the course's online publication.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Public Relations Practice 1 (4660)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Public Relations Theory or the permission of the course convener.

## Learning Outcomes

---

At the end of the subject students should be able to write clear, concise and accurate copy that is logically organised; be able to write with correct grammar, spelling and punctuation; know how to find and use reliable sources of information and use basic information in different formats. Students should also be able to draw up basic planning and implementation communication requirements using the relevant concepts and principles.

## Class Contact

---

Three and a half hours a week.

## Syllabus

---

This subject provides instruction and writing practice designed to develop the professional-level writing skills expected of a graduate. Emphasis is placed on the different approaches required for particular audiences and media. Topics in this subject include media relations, employee relations and community relations. Students are taught practical skills focusing on the preparation and production of information material geared to that environment.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Public Relations Practice 2 (4661)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides instruction and writing practice designed to further develop the professional-level writing skills expected of a graduate for various communication environments. These include consumer relations, fundraising programs, financial public relations and government relations. The practical skills and approaches addressing the needs and priorities of different audiences and media are further developed and emphasised. Based on a holistic teaching approach, students continue to apply key concepts and principles of Public Relations Practice 1.

## Learning Outcomes

---

At the end of the subject students should be able to write clear, concise copy that is accurate and logically organised for various media used in the profession; be able to write with correct grammar, spelling and punctuation; know how to find and use reliable sources of information, and use basic information in different formats. Students should also be able to plan and implement communication programs specifically targeted at and fulfilling the requirements of that environment. By acquiring the 'hands-on' skill, students would be able to discharge their professional obligations with confidence and integrity.

## Prerequisite

---

Public Relations Practice 1 or the permission of the course convener.

## Class Contact

---

Three and a half hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Public Relations Strategy (4662)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Public Relations Practice 2 and a Public Relations Internship of 160 hours or the permission of the course convener.

### Class Contact

---

Three and a half hours a week.

### Syllabus

---

The subject provides instruction and practice in the financial and administrative aspects of public relations planning, monitoring and evaluation. Students will participate in the design, implementation and analysis of a designated public information campaign, with possible field work and the completion of an internship to develop professional skills.

### Learning Outcomes

---

By the end of the subject, students will have developed a sound understanding of the public relations profession, in both its theoretical and practical aspects; be able to strategise, manage and evaluate public relations programs; understand financial and administrative considerations and implications in program planning, monitoring and evaluation; and clearly understand ethics and ethical decision-making in public relations practice.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Television Production 1 (4663)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Syllabus

---

This is an advanced practical television production subject. It introduces students to advanced location and studio production techniques. It advances learning in the fundamentals of screen language and grammar, and critically analyses the application of visual punctuation, shot design and visual style. This subject is practical and project-based, and requires commitment and skill of a high order.

## Learning Outcomes

---

Upon successful completion of this unit it is expected that students will be able to: critically analyse television/film program structures; efficiently engage in studio-based drama production at a near professional level; effectively examine the interplay between image and content in relation to television productions; lead small television production groups, exhibiting advanced teamwork and leadership skills; produce short dramas and/or documentaries to a near professional level.

## Prerequisite

---

Media Production *or* Media Production 1 and Media Production 2; *or* permission of the Head of School.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Television Production 2 (4664)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Television Production 1 or permission of the Head of School.

### Class Contact

---

Three hours a week.

### Syllabus

---

This subject builds on the advanced practical production skills of Television Production 1. It introduces students to contemporary studio drama production techniques and advances practical learning in the construction of television programs. It critically analyses such areas as scene construction, scene juxtaposition and sequence construction in relation to visual imagery. It examines and evaluates program construction techniques and the interplay between image and content. This subject is practical and project-based, and requires commitment and skill of a high order.

### Learning Outcomes

---

Upon successful completion of this subject it is expected that students will be able to: critically analyse television/film program structures; efficiently engage in studio-based drama production at a near professional level; effectively examine the interplay between image and content in relation to television productions; lead small television production groups, exhibiting advanced team work and leadership skills; and produce short dramas and/or documentaries to a near professional level.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Organisational Communication (4669)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three and a half hours a week.

### Prerequisite

---

Communication and Media Research.

### Syllabus

---

The subject examines the role of communication in organisational settings and focuses on the role of organisational culture in shaping organisational communication practices and the centrality of communications technology in organisational communication. Intercultural differences in organisational acculturation and training programs will be emphasised, and the use of the Internet in conducting organisational research. Building on earlier examinations of communication theory, the key theoretical positions are examined with an emphasis on the relationships between theory and method as preparation for other subjects or the honours course.

### Learning Outcomes

---

Students will be able to demonstrate interpersonal and written skills about organisational communication; be evaluate and apply theoretical approaches to understanding organisational culture; be able to examine cross-cultural organisational contexts; understand the application of communications technology, communication measurement and evaluation, and communication management in organisations; and developed further the use of research methods in problem-solving.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Computer Structures & Networks G (4671)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject, students will have a sound knowledge of the structures and functions of computers and networks. Students will be able to program small communication applications in a multi-threaded operating system environment.

## Class Contact

---

Up to four hours a week.

## Syllabus

---

Topics include computer architecture, multi-processing, inter-process communications, memory management and I/O device handling. These topics will be enhanced with study of protocol architectures, operating system programming interfaces, network management and client-server computing models. Students will be required to complete a number of programming assignments in selected programming languages.

## Prerequisite

---

Computers and Programming G.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computers & Programming G (4672)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Appropriate skills in programming and approved by Head of School.

### Learning Outcomes

---

At the successful completion of this subject, students will have a good understanding of the techniques of computer programming, and have the fundamental skills required in the semester 2 subjects of the course.

### Class Contact

---

Up to four hours of lectures and up to 2 hours of tutorials and laboratory work a week.

### Syllabus

---

This subject builds on the fundamentals of structured computer programming, using algorithm design, data abstraction and encapsulation, information hiding, static and dynamic data structures, file input and output, and program testing and correctness. The emphasis is on the production of simple, reliable and maintainable software.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Systems Management (4673)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRISBANE, Legacy)
- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Information Technology 2 and 48 credit points towards an undergraduate degree.

### Class Contact

---

Up to four hours of lectures and tutorials a week.

### Learning Outcomes

---

At the successful completion of this subject students will understand and be able to engage in management processes in the planning, acquisition, implementation, use and continuing development of IT-based systems. Students will possess and be able to apply a conceptual framework for exploring IS management issues on organisations.

### Syllabus

---

The subject addresses management issues arising with organisational use of information systems and their associated technology. Some of the key topics include; strategic planning; organisational structures; new system acquisition; management of change with new systems; management's responsibility to ensure that systems are auditable and secure; and the management of data and facilities. The subject emphasises the strategic context in which information systems are planned, evaluated, developed and implemented. Issues of decentralised control, non-hierarchical communication structures, professional ethics and the social context for information systems are also considered. The subject will consider the subject matter from a number of separate viewpoints, and in particular, those of information systems management and user management.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Systems Management G (4674)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

See subject 004673 Information Systems Management.

## Class Contact

---

Up to four hours of lectures and tutorials a week.

## Prerequisite

---

## Syllabus

---

See subject 004673 Information Systems Management.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Technology Project G (4675)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Computers and Programming G, and Object Modelling G.

### Syllabus

---

This subject puts together the concepts and methods learned in the prerequisite subjects and provides students with an opportunity to practise these methods in a substantial programming project. The theory and practice of the techniques for designing and implementing software systems are revised and developed further. The emphasis is on large scale software development tasks, program quality assurance and control techniques, software specification standards and procedures, software design strategies, software modification, maintenance, evolution and programming environment. There will also be discussion of critical software engineering skills such as project and quality management and configuration management.

### Learning Outcomes

---

At the successful completion of this subject, students will have a good understanding of the methods of software engineering and be able to apply these methods in producing high quality application programs.

### Class Contact

---

Up to four hours of lectures and up to two hours of tutorials and laboratory work a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Database Systems G (4677)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Corequisite

---

004679 Intro S/w Eng Sys Analysis & Design G.

### Prerequisite

---

Completion of the Foundation Studies segment of the MIT course, and permission of the Head of School.

### Learning Outcomes

---

Upon successful completion of this subject the students will be able to describe and illustrate the inputs and outputs for each phase in a database system application development life cycle. Students will be able to demonstrate how to analyse and develop appropriate relational data models. Students will be able to develop and use a modern database management system and the use of the SQL language in a networked client server database environment.

### Class Contact

---

Up to five hours of lectures, tutorials and laboratory sessions a week.

### Syllabus

---

Databases are an integral part of organisations information systems. This subject covers database system issues and concepts including such areas as a development methodology, design concepts and issues, and database implementation in a modern organisational environment. The emphasis is placed on a methodology for conceptual, logical and physical database design for relational database systems. The use of query languages for relational databases in a client server environment is stressed. Additional topics including database transaction management, security, distributed database concepts, and data warehousing issues are discussed. An understanding, comparison, and contrasting of the features of traditional database management systems including relational, network and hierarchical are presented.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Programming Graphical User Interfaces M (4681)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of Part A of Master of Information Technology and have appropriate skills in object-oriented programming.

### Class Contact

---

Up to three hours a week, including lectures, tutorials, laboratory work, and seminars.

### Learning Outcomes

---

On successful completion of this subject students should have advanced knowledge of GUI programming techniques, be able to use GUI components for implementing visual applications in Swing and MS Visual Studio.NET, and have the confidence to handle the real-world GUI programming problems.

### Syllabus

---

This subject examines object-oriented programming and design patterns for building advanced graphical user interface (GUI) applications. Topics covered in the subject include: GUI components (menus, windows, icons, buttons, dialog boxes, images, keystrokes, etc), programming GUI applications using Java Swing and MS Visual Studio.NET (C#, C++, Visual Basic). The subject will also include an introduction to GUI applications using Web programming languages such as HTML, DHTML, JavaScript, and VBScript.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Applications in Health Psychology PG (4687)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject has a focus on the interactions between biological, psychological, and social factors in matters of health and illness. Students will study the processes in stress, coping, and health. The subject also draws substantially on theories and research findings of the cognitive-behavioural perspective. Psychological models and research on using health services, adoption of healthy and unhealthy lifestyles, and adaptation to chronic and life-threatening illnesses, will be discussed.

## Learning Outcomes

---

On completion of the subject, students are expected to be able to critically evaluate the dominant biomedical approach to understanding the determinants, processes, and outcomes of illnesses, using an alternative biopsychosocial approach; apply psychological theories and research findings to analyse the experiences of using health services; explain how psychological techniques may be implemented to help people cope with stress, maintain a healthy lifestyle, adapt to illnesses, and be prepared for intrusive medical procedures.

## Class Contact

---

Four hours a week.

## Prerequisite

---

Course entry requirements.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Organisational Psychology PG (4691)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychological Measurement PG (4692)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to five hours a week.

## Syllabus

---

In this subject, students will become familiar with the principles, practice, and issues in psychological measurement, and its application to psychological testing in professional settings. There will be discussions on the conceptual underpinnings and technical aspects of test construction, validation, and standardisation. Student will have hands-on experience with the administration, scoring, and interpretation of the results of selected instruments useful for psychological research and practice for purposes of guidance, counselling a personnel selection and placement, mental health status screening, and stress management. Students will learn to appreciate the potential utility and shortcomings of psychological measurement in general, and in relation to specific professional psychological tests.

## Learning Outcomes

---

At the end of the subject, students are expected to be able to delineate the functions and desirable properties of psychological measures; extract the ethical, and sociocultural issues in the construction, validation, and application of psychological tests; locate published information on psychological tests; critically evaluate the reliability, validity, and standardisation procedures of selected psychological measures; interpret the meaning of the results and write a report on the findings from selected psychological tests.

## Prerequisite

---

Course entry requirements.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Midwifery Care PG1: The Birthing Process (4716)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the completion of the subject students will be able to utilise the knowledge of midwifery, biological and behavioural sciences in midwifery practice; identify the role of the midwife in various clinical settings; and apply midwifery knowledge and skills in the provision of high quality and appropriate care for women and their families during the reproductive phase.

## Prerequisite OR Corequisite

---

Core subject graduate diploma, Midwifery Practice PG

## Syllabus

---

This subject provides the theoretical knowledge appropriate to midwifery practice. The subject has a woman centred approach which looks at promotion and maintenance of health for the woman and her family during the child bearing and child rearing periods. Pregnancy and birth are viewed as a normal developmental process in the life of the women and her family. It recognises that complex physiological and psychosocial changes occur during pregnancy, birth and afterwards.

## Class Contact

---

Up to six hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Midwifery Care PG2 (4717)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides the theoretical knowledge for in midwifery practice, particularly in regard to the restoration of health for women and babies experiencing health deviations during the child bearing and child rearing periods. Emphasis is placed on possible complications in the reproductive process, care of the woman and her baby in illness and midwives' role in providing care and information for restoration and maintenance of health. The impact of social and technological changes that affect the practice of midwifery is also studied.

## Prerequisite

---

Midwifery Care The Birthing Process PG1.

## Learning Outcomes

---

At the completion of the subject students will be able to identify causative and risk factors and preventive measures during pregnancy, birth, in the post partum period and in caring for babies; demonstrate knowledge of the effect of these changes on the health of the woman and baby; plan consultations and midwifery management; and understand appropriate care in emergencies.

## Class Contact

---

Up to six hours a week.

## Corequisite

---

Core subject postgraduate diploma, Midwifery Practice PG.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Biomechanics (4728)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to introduce students to the field of biomechanics. The first half of the subject studies mechanical theory and focusing on how these concepts can be applied to the human body. The second half of the subject looks at the application of mechanical theory to sport and covers numerous topics including sports techniques, injury prevention and equipment design (eg running shoes).

## Learning Outcomes

---

At the completion of this subject students should have a sound working knowledge of mechanical theory and be able to apply this knowledge to a variety of different sporting actions; be able to supply meaningful feedback concerning technique modification; be able to conduct a qualitative biomechanical analysis of a chosen sport.

## Prerequisite

---

Functional Anatomy.

## Class Contact

---

Two one-hour lectures and one two-hour laboratory a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Analytical Chemistry (4729)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to work to the standards of good laboratory practice both individually and in cooperation with others and select an appropriate analytical method for a particular analysis, recognise and deal with interferences, calibrate and operate the analytical instrument, evaluate the data obtained and report on the results.

## Prerequisite

---

Chemistry 1B.

## Syllabus

---

This subject introduces and develops the basic principles of analytical chemistry as a systematic process that includes sampling, sample treatment, analysis, evaluation and reporting of the results. Topics covered are the nature of analytical chemistry, treatment of data, volumetric analyses, mass spectrometry, absorption and emission spectrophotometry, potentiometry, chromatography, and electron microscopy.

## Class Contact

---

One two-hour lecture and one three-hour laboratory a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Chemistry Instrumentation (4730)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to demonstrate a knowledge of the concepts of chemical instrumentation and automation used in clinical chemistry analyses; select the appropriate methodology and instrumentation and perform the routine analyses of a clinical chemistry laboratory; and set up a quality assurance program for a routine clinical chemistry laboratory.

## Class Contact

---

Two one-hour lectures and one three-hour practical a week.

## Syllabus

---

This subject introduces the basic principles of modern analytical instrumentation and its implementation in clinical laboratories. The subject examines the principal instrumental methods (spectrophotometry, electrochemistry and chromatography), automation and quality assurance. The laboratory experiments reinforce the student's understanding of the principles of the instrumentation and methodology, and provide "hands on" experience of a variety of instrumentation.

## Prerequisite

---

Human Biochemistry.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Clinical Microbiology (4731)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to assess the clinical significance of micro-organisms commonly recovered in medical microbiology laboratories; evaluate the use of a range of techniques used in microbiology laboratories to isolate, characterise, and identify medically important micro-organisms; develop a laboratory procedures manual describing the methodology used to process clinical specimens for the presence of infectious agents; critically analyse the standards of practice of medical laboratory science in clinical/research microbiology laboratories including laboratory safety standards.

## Class Contact

---

Three lectures a week plus one three-hour and one two-hour practical a week.

## Syllabus

---

The purpose of this subject is to develop the student's understanding of the concepts and scope of diagnostic medical microbiology (including bacteriology, mycology, parasitology, and virology) emphasising the pathology, diagnosis, and treatment of infectious diseases. Practical skills in the collection and processing of clinical material and in the isolation, identification, and antimicrobial susceptibility testing of medically important bacteria are emphasised.

## Prerequisite

---

Introduction to Microbiology.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Communication in Science (4732)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to; retrieve library reference material using CD-ROM information sources; prepare figures and tables illustrating numerical data; write an abstract of a scientific article; deliver an oral presentation to an audience; write a job application and a personal resume; cite references using the Harvard system; write an analytical, scientific report using data to support an argument.

## Syllabus

---

This subject is intended to help students express themselves and their knowledge of science. The lectures and tutorials stress oral and written communication techniques, which are the basis of assessments throughout the semester. There is no final examination.

## Prerequisite

---

Students should have passed at least three subjects of their course.

## Class Contact

---

One hour lecture and a two hour tutorial each week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Cells & Tissues (4733)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Human Physiology and Anatomy 1.

## Syllabus

---

This subject examines normal cells (the basic subjects of life) and their organisation into tissues and organs. Normal blood cells will be studied in some detail, along with the study of the cellular and non-cellular components and architecture of other major body organs systems. Laboratory sessions will consider various ways of microscopically examining cells and tissues.

## Class Contact

---

Three one hour lectures and one three hour laboratory/tutorial per week.

## Learning Outcomes

---

On completion of this subject students should be able to recognise and describe normal cells and the organisation of cells and non-cellular components of normal blood and other organ systems of the human body; understand and interpret the microscopic appearance of blood and tissues prepared for microscopic examination; understand and interpret data relating to normal blood.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Food & Consumer Science (4734)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Human Anatomy and Physiology 1 or Chemistry 1B.

### Syllabus

---

This subject provides a theoretical and practical introduction to the fundamentals of food composition, food analysis, the food supply, food microbiology, food science and technology. This includes the physical DNA and chemical properties of food, the effects of domestic and industrial processing and the major reactions of foods and nutrients as a results of manufacturing procedures. Broader issues on consumer views and beliefs relating to the food supply, food hygiene and safety and food legislation are also addressed.

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to define food sources of major nutrients; describe physical and chemical properties of food constituents; outline the major reactions occurring in foods as a result of handling, processing and storage; determine the reasons why food is processed and the major types of processes used (eg. canning, dehydration, freezing, irradiation, chemical additives); recognise the importance of micro-organisms and the beneficial and detrimental effects they have in food; outline the means of safeguarding food quality (eg. food law, food standards); describe and assess the influence of consumer, food manufacturers and political factors on the food supply; recognise and critically evaluate food issues and controversies from a scientific perspective rather than a subjective perspective.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Haematology (4735)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines normal and abnormal cellular components of blood including blood coagulation. Normal cellular development, function and kinetics will be considered followed by an examination of the more commonly encountered blood diseases. The laboratory components will introduce techniques which are used to develop a diagnosis and will use locally collected patient material. The subject includes some blood banking; typing of blood cells and detection of clinical problems associated with antibodies reacting against transfused cells. It also includes aspects of hemostasis, its clinical evaluation and therapeutic interventions.

## Prerequisite

---

Cells and Tissues, Human Biochemistry, and Immunology.

## Learning Outcomes

---

At the end of this subject, it is expected that students will be able to recognise and critically evaluate common diseases of blood; determine which principles of biology provide insights into understanding the disease processes; practice with sufficient proficiency and reliability within the lab so as to generate reliable, useful data.

## Class Contact

---

Three lectures and plus one four hour practical a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Immunology (4737)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject, it is expected that students will be able to communicate and predict the outcome of an individual's encounter with environmental microbes; demonstrate ways in which immunologic assay principles can be used in a multitude of analytical settings; practice with sufficient proficiency and reliability within the lab so as to generate useful data.

## Syllabus

---

This subject focuses on the normal immune response which ultimately produces increased level of antibody and/or effector lymphocyte cell populations. The cellular basis of this response will be emphasised, but some aspects, such as the generation of antibody diversity will be dealt with at the molecular level. The laboratory component will introduce techniques used in immunology laboratories to isolate and purify subsets of immune cells and antibody. It will also introduce techniques involving flow cytometry, enzyme-linked second antibodies and the diagnosis of disease where the immune system is malfunctioning.

## Class Contact

---

Three lectures a week plus one four hour laboratory/practical a week.

## Prerequisite

---

Human Biochemistry, Pathobiology and Cells and Tissues.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Physiology & Anatomy 2 (4738)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Human Physiology and Anatomy 1.

### Class Contact

---

Three one-hour lectures and a three-hour practical/tutorial class a week.

### Syllabus

---

This subject continues the structure and function of the human body which was commenced in Human Physiology and Anatomy 1. The following body systems and functions will be studied nervous system, special senses, urinary system, fluid regulation, body defences and reproduction.

### Learning Outcomes

---

On completion of this subject students should be able to recognise and describe the macroscopic and microscopic structure of the above body systems; understand and explain how the above systems carry out their functions; understand and explain how the above systems interact with each other and the rest of the body in the maintenance of homeostasis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Industrial Relations in Sport (4739)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject it will be expected that the students will be able to know and understand the importance of player unions and associations in Australian sport; know how enterprise bargaining agreements are developed for the sporting environment; know the structure and implications of other industrial relations issues in foreign countries and how they effect Australian sport.

## Syllabus

---

This subject is designed to provide insight into, and understanding of, the historical development of player associations and labour unions in professional sport. It will explore international and domestic trends in the player/management relationship, highlight significant legal precedents in regard to labour issues in sport, and examine various examples of sports labour agreements.

## Class Contact

---

Two one-hour lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Integrated Studies of Disease (4740)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will integrate the knowledge from various separate clinical disciplines with a view to a more holistic understanding of major human disease processes. Several specific diseases of high prevalence in Australia will be considered from the perspective of laboratory findings involving the clinical biochemistry, microbiology, haematology and immunology disciplines. Social and ethical aspects of diseases will also be studied.

## Prerequisite

---

Human Biochemistry, Pathobiology, Immunology, Clinical Microbiology.

## Learning Outcomes

---

At the end of this subject, it is expected that students will be able to extract from a clinical history sufficient understanding to synthesise a likely diagnosis with predicted clinical laboratory outcomes; evaluate and interpret clinical laboratory data from several disciplines in the context of a patient's status; appreciate the societal and scientific aspects of disease.

## Class Contact

---

Tutorials plus one four hour practical a week.

## Corequisite

---

Haematology.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Major Sports Event Management (4741)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

One two-hour lecture and one two-hour tutorial a week.

### Learning Outcomes

---

At the end of the subject it will be expected that the students will be able to: understand the process of organising major sports events; know the logistical details relevant to organising major sports events; understand the range of organisational and logistical factors that need to be considered when managing and evaluating major sports events.

### Syllabus

---

This subject examines sports event management, special events management and event marketing/sponsorship at the local/regional, national and international level. Major areas focus include event feasibility, site selection and event scheduling, event logistics and content, event publicity/marketing and event evaluation.

### Prerequisite

---

Sports Marketing.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Materials Chemistry (4742)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject we expect that students will be able to evaluate the technical and commercial literature of these products.

## Syllabus

---

This subject covers the physical-organic chemistry of everyday commercial products and proprietary formulations that are used in research, analytical, and cultural heritage conservation laboratories. It examines the relationships between the chemical structure, properties, and uses of solvents, detergents, adhesives, paints, plastics, fibres, stabilisers, emulsifiers, preservatives, photochemicals. This requires a study of a number of areas of physical chemistry - such as, structure-activity relationships, surface-colloid chemistry, polymer science, viscosity, photochemistry, spectroscopy, oxidative-ageing; and polymerisation.

## Class Contact

---

One two-hour lecture and one three-hour laboratory a week.

## Prerequisite

---

Chemistry 1B.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Measurement of Sport (4743)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Construct a survey suitable for measuring attitudes, knowledge, and beliefs of current sports studies issues enter data, construct programs and interpret print-outs from the SAS software package using sports studies examples discriminate which statistics are appropriate for particular scales of measurement using sports studies examples.

## Class Contact

---

Two hours of lectures and a two-hour computer laboratory tutorial a week.

## Syllabus

---

The purpose of this subject is to introduce students to the logic and the skills of experimental design and survey methodology and to acquaint students with basic statistics relevant to these approaches to research. The subject will begin by considering the notion of scientific research, the structuring of that research and designs appropriate to studies within the sports context. Course material will then deal with the purposes of surveys, and how to implement survey designs. Following this statistical procedures relevant to sport research will be presented. Specifically, descriptive statistics and specific tests of inferential statistics will be covered.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Molecular Biology (4744)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the completion of this subject, students will be able to apply the theoretical basis of molecular biology with proficiency to laboratory practise; evaluate the relative appropriateness of analytical molecular approaches to analysis/diagnosis and laboratory research (communicated via written and verbal reports); develop skills in solving biological/biomedical problems via the evaluation of molecular data.

*Generic skills:* Problem-solving via molecular data, writing of scientific reports.

## Syllabus

---

This subject will introduce concepts and techniques that are commonly used in the study of DNA and RNA. The theoretical focus will be on the chemistry of nucleic acids, gene structure and transcription/translation, through to the manipulation of nucleic acids for gene cloning and DNA sequencing. This knowledge will be extended into medical/forensic applications, for example human disease diagnosis and therapeutics, with attention also paid to the ethical challenges of this field. The practical component will enhance these concepts by providing students with projects where they apply a range of molecular skills (for example polymerase chain reaction) to solving scientific problems encountered in analytical, diagnostic or research laboratories.

## Prerequisite

---

Biochemistry.

## Class Contact

---

Three lectures, plus four hours of practical work a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Neuroanatomy & Motor Control (4745)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an understanding of the processes that underlie human ability for motor performance. The focus of the course is on the brain and its importance in controlling movement. Topics covered are Central Nervous System, sensory and motor pathways and their integration. A significant portion of time will be spent using the information processing model to understand movement. Specific emphasis is placed upon perception, selective attention, decision making and memory capabilities of the information processor. Manipulation of information to enhance the brain's abilities to organise a motor program will provide the practical aspect of ways to improve motor patterning.

## Prerequisite

---

Functional Anatomy or Human Physiology and Anatomy 2 or permission of subject co-ordinator.

## Class Contact

---

Two one-hour lectures and one two-hour laboratory a week.

## Learning Outcomes

---

The student will be able to develop a conceptual model of motor program formation; apply the principles of human information processing and learning measurement to teaching and coaching settings; integrate the various principles of learning environment organisation into teaching and coaching settings.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Pathobiology (4746)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject introduces students to common bases of disease processes. We start at the cellular level and examine adaptations of cells to changes in their environment, cell death and necrosis. This is followed by the study of tissue response to injury. Genetic and microbial factors in disease as well as neoplasia will be considered. A few examples of diseases of specific organs will illustrate how changes at the cell and tissue level lead to disease states and clinical manifestations at an organ system level.

## Class Contact

---

On average three hours of lectures and one three hour practical/tutorial class a week.

## Learning Outcomes

---

On subject completion students will be expected to have a knowledge and understanding of basic pathological processes underlying a wide range of diseases and an appreciation of the diverse causes of disease; apply principles of general pathology to the study of specific diseases of specialised organs and organ systems; and have developed/improved their ability to think and write logically, critically and independently.

## Prerequisite

---

Human Physiology and Anatomy 2 or Human Science 2 Structure, Function and Clinical Applications.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Physiology of Exercise (4747)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Functional Anatomy.

### Class Contact

---

Three one-hour lectures each week, and one two-hour laboratory each two week.

### Learning Outcomes

---

At the end of this subject students will be expected to; be able to discuss scientifically the physiological adaptations that occur through when participating in an exercise program; have a good understanding of the physiological testing procedures currently available to measure a range of physical parameters relating to exercise and health; be able to interpret physiological data and make recommendations as to the effectiveness of the current fitness program based on the results given.

### Syllabus

---

This course describes the physiological responses to exercise, adaptations to long term exercise (training) and variations to the exercise response under varying environmental conditions. It is of relevance to all students studying human biological science, especially those with a focus on physical activity and sport.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Organisation & Policy of Sport (4748)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2007, 2008)

### Syllabus

---

This subject serves as an introduction to the principal administrative structures responsible for the delivery of sport in Australia. These structures are then compared to those in other countries. An overview of how policies, objectives and plans are identified, developed and implemented in sport is also provided.

### Learning Outcomes

---

At the end of the subject it will be expected that students will be able to know the structure and delivery of sport in Australia and some other countries; know major issues confronting Australian sport; know how policies are developed, objectives set and plans implemented by government and non- government agencies; and know the skills required to gain employment in the sport industry.

### Class Contact

---

Three hours of lectures a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology of Sport (4750)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The course aims to provide the student with an understanding of how various aspects of psychology can be applied to sport in order to improve both performance and performance-related variables for sports participants. Course material will initially deal with constructs such as personality, motivation, and anxiety and their effects on performance. Particular attention will be given to the relationships between coaching behaviours and subsequent motivation to participate in movement activities. The final section of the course will involve the process of psychological skills training for sport participants.

## Prerequisite

---

004743 Measurement of Sport.

## Learning Outcomes

---

Collect, analyse and interpret data from a sport psychology laboratory setting; discuss how to incorporate knowledge gained in the subject to formulate long term training plans for athletes; critically evaluate and present findings of current sport psychology research articles to peers/realise the role sport psychology plays in relation to other sports sciences.

## Class Contact

---

Two one-hour lectures and one two-hour laboratory a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Special Sports Studies (4751)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to develop a research design, collect, analyse and interpret the data and communicate the findings to colleagues in one of the fields listed above or experience and evaluate an active role in an appropriate professional organisation.

## Prerequisite

---

Students must be enrolled in a Sports Studies course and have the permission of the subject convener.

## Syllabus

---

This subject provides the student to produce a major project in an area of interest related to the study of sport. Students may have a topic approved from one of the following areas sports science, sports history, sports administration, sports journalism. The project may take one of a number of forms a research study or essay involving one of the above areas of sport; a report considered relating to the administrative conduct of a sport organisation; or a journalistic report(s) suitable for newspaper or magazine publication, or media presentation via radio or television. The project can also take the form of work experience with an approved supervisor or approved sports organisation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Sponsorship & Fundraising in Sport (4752)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will focus on the importance of sponsorship and fundraising to sporting organisations. Writing and evaluating sponsorship proposals will be highly emphasised. Various ideas of fundraising will also be evaluated.

## Class Contact

---

Four hours a week.

## Learning Outcomes

---

At the conclusion of this subject the student will be able to: identify the components of a sports sponsorship plan; evaluate sponsorship proposals; organise successful fundraising events; construct and evaluate a sports sponsorship plan.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sport & Business (4753)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Two one hour lectures and a one hour tutorial a week.

## Syllabus

---

This subject is designed to introduce students to the varying aspects of corporate involvement in sport in its national and international forms, to determine the relationship between corporate groups and sports organisations, to examine the potential for growth within the corporate approach to sport, and to discuss the philosophical and ethical considerations within the corporate approach to sport. Among the subjects for consideration are the roles of promoters, sports agents, television and its associated commercial aspects, sources of information, manufacturing industries and sport, and international patterns of the sports industry.

## Learning Outcomes

---

On completion of this subject, it is expected students will be able to explain the major catalysts responsible for the 'commodification' of Australian sport; communicate the similarities and differences between the commercialisation of Australian sport and international sport; explain the relevance of the commercialisation of sport in the context of their chosen professional vocations of coaching, administration or journalism.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sport & Politics (4754)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Two one hour lectures and a one hour tutorial a week.

## Syllabus

---

This subject is designed to acquaint students with the nature of the political process at all levels of sports ranging from the local institutional to the international. Issues of power and resource allocation will be discussed against a background of political theory, emphasising the integral and increasing importance of sport as a political factor. Among the subjects for discussion are the politics of selection, resource bargaining, the nature of sport's political environment, the major institutional sports bodies such as the International Olympic Committee, major issues in sport and international relations, the handling of international sporting crises, and the role of sport in the political process.

## Learning Outcomes

---

On completion of this subject, it is expected students will be able to effectively reject, in verbal or written form, the popular perception that sport and politics are separate social spheres; explain the interaction between the political processes and sport at the local, state, national and international level. communicate the relevance of an understanding of the politics of sport to their chosen professional vocations of coaching, administration or journalism.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports Journalism 1 (4755)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is concerned with the craft of sports writing for the print media and teaches skills in producing match reports, interviews, profiles, colour pieces and investigation reporting. Examples will be drawn from Australian and overseas contexts, the question of audience is addressed as one cultural difference. Specialised as well as general sport writing is covered, and the growing area of stories from the sport business sector is also included.

## Prerequisite

---

Students must be enrolled in the Sports Media course, or an approved major/minor.

## Class Contact

---

Two hours of lectures and one two-hour tutorial a week.

## Learning Outcomes

---

produce sport related articles suitable for publication; identify issues that relate to practical aspects of covering sporting events; become familiar with a wide range of writing styles as they apply to sports journalism.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports Journalism 2 (4756)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours of lectures a week

## Syllabus

---

This subject focuses on radio and television reportage of sport and students given direct experience in gathering, shaping, editing and delivering stories. The emphasis is on practice of skills both on and off air so that both presentation and product skills are covered.

## Prerequisite

---

Sports Journalism 1.

## Learning Outcomes

---

At the end of this subject the student will be expected to be able to research, write and edit a television sports story suitable for a nightly news bulletin and a feature length story suitable for a sports show; write a radio sport news bulletin and put together story packages suitable for airing on a weekend radio sports show; produce, direct and present a complete television sports show.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Theory & Practice of Coaching 2 (4757)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

The sports coaching student should now have a solid grounding in all the major sports sciences and be able to apply many of the principles in these areas to coaching and athlete development; a better understanding of the coaching requirements needed to coach athletes at an elite level as displayed by the observed master coaches; improved research and literature review skills after completing several assessment items requiring the above skills

## Syllabus

---

This subject's focus is specifically based on the scientific subjects of biomechanics of sports, sports physiology, acquisition of sports skill and sports psychology. Students will learn how to formulate a yearly training program and will also learn of the benefit of using statistics to improve sporting performance. As in Theory and Practice of Coaching 1, students will continue master coach observations and will progress in their coaching to the level of individual sessions to outside groups.

## Prerequisite

---

Theory and Practice of Coaching 1.

## Class Contact

---

Four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Theory & Practice of Coaching 3 (4758)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Four hours a week.

### Learning Outcomes

---

At the end of this subject students will be expected to present in a professional manner information pertaining to topics related to coaching; have the skills to be able to detect technique faults in athletes and have the ability to improve the athletes technique over the length of a semester; be well on their way to developing their own coaching style that suits their current coaching situation and their own personal traits.

### Prerequisite

---

Theory and Practice of Coaching 1, Theory and Practice of Coaching 2.

### Syllabus

---

Students will learn how to formulate a yearly training program comprising many aspects of coaching and sports science. It is in this subject that the principles of coaching pedagogy will be introduced and the students own pedagogical expertise will be developed through individual coaching analysis. Further observation of elite coaches will be required. The main emphasis of this subject is on the practice of coaching. Students will be expected to coach outside groups demonstrating their ability to successfully correct technique and create a conducive training climate. This subject will see students in field placements observing (& coaching) the sport of their choice.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Theory & Practice of Coaching 4 (4759)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Four hours a week.

### Prerequisite

---

Theory and Practice of Coaching 3 or permission of subject convener.

### Syllabus

---

This will be the culminating coaching subject for students enrolled in the Sports Coaching degree. In this subject students will be exposed to professional coaching issues in seminar situations. Further development of coach communication skills and issues of personal competence will be addressed. Students will be expected to be able to comprehensively discuss their current coaching situation and the many issues that arise when dealing with athletes on a regular basis. Students will have the opportunity to attend coaching seminars from the many experts available from the Australian Institute of Sport, and professional sporting organisations found in the Australian Capital Territory. Field placement will continue from Theory and Practice of Coaching 3. At the completion of this subject students will be expected to hold a Level 2 National Coaching Accreditation Scheme certificate.

### Learning Outcomes

---

At the completion of this subject students will be able to design and implement a complete coaching program for an athlete/team at state, national or international level; successfully integrate all relevant coaching/sports science components into a coaching program, eg skill analysis, program planning, biomechanics, psychology, nutrition, etc.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Pathophysiology & Drug Therapy (4772)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Two hours of lectures and one three hour practical/tutorial class a week on average.

### Syllabus

---

This subject examines an array of diseases of specific organ systems and discusses how derangement of these system function(s) leads to clinical signs and symptoms. Treatment of common diseases is also considered including the rationale for and mode of action of commonly used drugs as well as problems associated with their use. The practical program emphasises physical examination skills and the ability to detect abnormal states. These skills are essential in formulating both medical and nursing diagnoses.

### Prerequisite

---

Pathobiology.

### Learning Outcomes

---

On completion of the subject, students are expected to be able to apply knowledge and understanding of the causes, mechanisms, signs, symptoms and treatment of common diseases in a health professional setting; have basic skills of physical examination and to be able to use them in formulating a nursing diagnosis; and analyse and explain scientific/professional information and communicate it clearly.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Research Honours in Applied Science:FT (4773)

---

**Level:** H      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Syllabus

---

This single subject provides the core of the Research Honours in Applied Science course. Successful completion of a research project and submission of a well written thesis is the main outcome of the subject. Students will meet regularly with their supervisor(s); attend lectures and tutorials on scientific method, ethics, and philosophy of science; study approaches to preparing research proposals; define or locate a problem, topic or theme, and decide on research methods to be used; accumulate relevant data and prepare a literature review; analyse information obtained, and arrive at conclusions in the light of information or material analysed. At the Research Corroboree students will present a 20 minute talk on the context in which the research is placed plus present a poster on the specific research proposal.

### Prerequisite

---

Course entry requirements.

### Learning Outcomes

---

On successful completion of the subject the student will be able to conceive, plan and carry to completion a discrete piece of original research, in close association with a professional in the field; critically review special topics of relevance to applied science in greater depth than would be possible at final-year undergraduate level; work independently; analyse, critically evaluate and solve problems using a wide range of resource materials and their colleagues, and express professional knowledge, understanding, ideas, cogent argument and opinions with confidence and clarity in both spoken and written form.

### Class Contact

---

Individual meetings with supervisor(s) as arranged.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Honours in Applied Science:PT (4774)

---

**Level:** H      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Syllabus

---

This single subject provides the core of the Research Honours in Applied Science course. Successful completion of a research project and submission of a well written thesis is the main outcome of the subject. Students will meet regularly with their supervisor(s); attend lectures and tutorials on scientific method, ethics, and philosophy of science; study approaches to preparing research proposals; define or locate a problem, topic or theme, and decide on research methods to be used; accumulate relevant data and prepare a literature review; analyse information obtained, and arrive at conclusions in the light of information or material analysed. At the Research Corroboree students will present a 20 minute talk on the context in which the research is placed plus present a poster on the specific research proposal.

### Learning Outcomes

---

On successful completion of the subject the student will be able to conceive, plan and carry to completion a discrete piece of original research, in close association with a professional in the field; critically review special topics of relevance to applied science in greater depth than would be possible at final-year undergraduate level; work independently; analyse, critically evaluate and solve problems using a wide range of resource materials and their colleagues, and express professional knowledge, understanding, ideas, cogent argument and opinions with confidence and clarity in both spoken and written form.

### Prerequisite

---

Course entry requirements.

### Class Contact

---

Individual meetings with supervisor(s) as arranged.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Arts Education 1. (4776)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to four hours (one one-hour lecture, two one-hour tutorials) a week.

## Syllabus

---

This subject consists of modules which introduce students to basic skills and knowledge in music and art. As the student gain confidence in their own arts practice and an understanding of arts concepts, they will examine children's learning in art and music.

## Learning Outcomes

---

On completion of the subject the student will be able to demonstrate basic skills in music and art and understanding of arts concepts; design and implement learning experiences for children in art and music at the early childhood/primary level.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Arts Education 2 (4777)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Arts Education 1.

## Learning Outcomes

---

On completion of the subject the student will be able to demonstrate arts skills and an understanding of arts concepts to a level appropriate for teaching in the early childhood/primary classroom; design and implement teaching programs in the arts for children.

## Syllabus

---

This subject extends earlier work undertaken in Arts Education 1, providing further opportunities for students to develop as artists. The subject focuses on the development of effective teaching programs in art and music which grow out of an understanding of the role of the arts in education.

## Class Contact

---

Up to four hours (one one-hour lecture, two one-hour tutorials) a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Technology & Education (4778)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

On completion of this subject, it is expected that students will be able to explain the role of communication and information technology in contemporary society; describe ways in which communication and modes of literacy are changing in the electronic age; describe the issues arising from changing modes of communication and literacy; explain the role of communication and information technology in education; use information literacy skills; use appropriate skills information technology in their own learning in the course; evaluate educational software.

### Syllabus

---

The subject examines the role of communication and information technology in contemporary society and in particular in the ways it can be used to improve teaching and learning and educational settings. An emphasis will be placed on new areas in electronic communication like electronic mail and the World Wide Web.

### Class Contact

---

Up to four hours or equivalent a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Diversity in Educational Settings (4780)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject will examine theoretical and practical issues to do with the construction of pedagogy that is sensitive and responsive to the needs of children from various cultural backgrounds. These students include those from language backgrounds other than English. Aboriginal and Torres Strait Islander students as well as other students often characterised as educationally disadvantaged due to remote location and/or socio-economic factors. Emphasis will be placed upon the manner in which mainstream educational practices might be adjusted or changed to facilitate the successful participation of these children in schooling. The subject will pay particular attention to the underlying role that language perceptions and practices play in determining educational progress.

### Class Contact

---

Up to four hours or equivalent class contact a week.

### Learning Outcomes

---

On completion of this subject, students will be able to explain implications of cultural diversity for teaching and learning; demonstrate a knowledge that pedagogical practices must be responsive to the needs of culturally different children in mainstream educational settings.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Education Foundations (4782)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Class Contact

---

Up to four hours or equivalent class contact a week.

### Prerequisite

---

Course entry.

### Syllabus

---

This subject is the introductory core subject to the course. It will introduce students to perspectives and purposes of education. This will include a consideration of these perspectives and purposes in relation to the cultural, social, physical and cognitive development of children and adolescents. In particular, an emphasis will be placed on a critical analysis of how the perspectives on education and human development influence learning and teaching in contemporary Australia. Through observation in an educational setting, students will have the opportunity to relate the content of the subject to classroom practice.

### Learning Outcomes

---

On completion of this subject, it is expected that students will be able to explain the relation between human development and the development of educational theory; identify the assumptions which underlie the various perspectives of education and their associated theories of learning; critically analyse the issues involved in teaching as a profession.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Education Research Colloquium (4783)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of the subject, students will have familiarity with the concepts of a reflective practitioner, action research and teacher-as-researcher; experience in the conduct and management of a small scale research project; increased research skills in the management and analysis of data, and the capacity to make informed political and ethical judgements about the conduct of research projects.

## Class Contact

---

One hour lecture and two hour tutorial a week.

## Syllabus

---

This subject aims to introduce students to practices in educational research at an undergraduate level, and to outline the role of research in education. The subject presents the different methodological approaches to inquiry, such as empiricist, interpretive, critical and post modern, and also presents different research methods, such as surveys, historical reports case studies, action research and interviews. The subject enables students to identify, develop, implement and report on a manageable and appropriate undergraduate research project/question.

## Prerequisite

---

This is normally a final year subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Health & Movement Education (4784)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to; identify skills related to physical development and motor capacities of children; demonstrate skills in planning and presenting basic motor development programs to children; demonstrate skills and knowledge in safe planning, and practice; demonstrate skills in instruction, organisational strategies and management of children movement education activities.

## Syllabus

---

The association of motor competence with cognitive and social development, self-esteem and wellbeing is studied through a variety of learning experiences. Laboratories provide for planning and implementing motor-skill development programs to pre-secondary children. Analysis of safety, procedures and motor-skills precedes participation in activities involving children. Curricular links from physical education to health across the curriculum are examined.

## Class Contact

---

Up to four hours or equivalent a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Honours Methodology (4785)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Honours Research (4786)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Independent Study A (4789)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject is made available to students who have demonstrated competence in their ability to manage a study program in an area or particular interest. Students wishing to undertake an Independent Study in Education must first submit an application form to the Executive Assistant, who will direct it, for approval to the course convener. Prior to the approval of the convener a supervisor will be appointed to guide the student's study program. Independent Study A may be taken in lieu of Year 2 education core or curriculum subjects. Independent Study B may be taken in lieu of Year 3 education core or curriculum subjects. Independent Study C may be taken in lieu of year 4 education core or curriculum subjects.

## Prerequisite

---

Completion of the undergraduate program or approved equivalent plus the written permission of the course convener.

## Learning Outcomes

---

On completion of the subject the students will have satisfactorily completed a study program negotiated with an academic staff adviser.

## Class Contact

---

Supervision by selected staff member.



## Unit: Independent Study B (4790)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is made available to students who have demonstrated competence in their ability to manage a study program in an area or particular interest. Students wishing to undertake an Independent Study in Education must first submit an application form to the Executive Assistant, who will direct it, for approval to the course convener. Prior to the approval of the convener a supervisor will be appointed to guide the student's study program. Independent Study A may be taken in lieu of Year 2 education core or curriculum subjects. Independent Study B may be taken in lieu of Year 3 education core or curriculum subjects. Independent Study C may be taken in lieu of year 4 education core or curriculum subjects.

## Prerequisite

---

Completion of the undergraduate program or approved equivalent plus the written permission of the course convener.

## Class Contact

---

Supervision by selected staff member.

## Learning Outcomes

---

On completion of the subject the students will have satisfactorily completed a study program negotiated with an academic staff adviser.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Independent Study C (4791)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is made available to students who have demonstrated competence in their ability to manage a study program in an area or particular interest. Students wishing to undertake an Independent Study in Education must first submit an application form to the Executive Assistant, who will direct it, for approval to the course convener. Prior to the approval of the convener a supervisor will be appointed to guide the student's study program. Independent Study A may be taken in lieu of Year 2 education core or curriculum subjects. Independent Study B may be taken in lieu of Year 3 education core or curriculum subjects. Independent Study C may be taken in lieu of year 4 education core or curriculum subjects.

## Learning Outcomes

---

On completion of the subject the students will have satisfactorily completed a study program negotiated with an academic staff adviser.

## Class Contact

---

Supervision by selected staff member.

## Prerequisite

---

Completion of the undergraduate program or approved equivalent plus the written permission of the course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Disorders in Development (4792)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to demonstrate an understanding of social and cognitive factors involved in promoting and sustaining learning difficulties; and demonstrate a generalised understanding of theoretical and practical issues to do with supporting children experiencing learning difficulties both individually and within classroom teaching.

## Syllabus

---

This subject will explore social, contextual and cognitive issues to do with the development of learning difficulties with particular reference to the apparent 'failure' of otherwise normal children in mainstream schooling. The effects of sustained learning difficulties on behaviour and the consequent development of instrumental/ritual approaches to learning tasks will also be considered. In addition, the subject will examine the important role the teacher should play in mediating the learning of children experiencing learning difficulties.

## Class Contact

---

Up to four hours or equivalent a week.

## Unit: Language Education 1 (4793)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to analyse pedagogical practices concerned with the teaching of reading; analyse and assess reading development; demonstrate an understanding of strategies for responding to various literacy needs; demonstrate an understanding of issues to do with early literacy development and early literacy practice. Early childhood students will focus on language learning from 0 to 8 years and primary students will concentrate on 5 to 11 years.

## Prerequisite

---

BEd (Primary Teaching) Literacy for Teachers, BEd (Early Childhood Teaching) Nil. (Content equivalent to *Literacy for Teachers* will be covered in the CIT component of the course).

## Class Contact

---

Up to four hours or equivalent a week.

## Syllabus

---

This subject will explore issues in education with a particular emphasis on reading within the context of literacy development in general.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Language Education 2 (4794)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to analyse pedagogical practices concerned with the teaching of writing; analyse and assess reading and writing development; demonstrate an understanding of strategies for responding to various literacy needs; design teaching programs which support the development of literacy across different curriculum areas. Early childhood students will focus on language learning from 0 to 8 years and primary students will concentrate on 5 to 11 years.

## Syllabus

---

This subject will extend earlier work in language education with particular attention to the development of writing competence within the context of literacy development in general. It will revise and extend approaches to assessment and evaluation of language learning. The subject will pay particular attention to the role of functional grammar as a framework for the analysis and extension of written text.

## Class Contact

---

Up to four hours or equivalent a week.

## Prerequisite

---

Language Education 1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Literacy & Learning Difficulties (4795)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject addresses the teaching of literacy to children who experience learning difficulties. It builds upon and extends understandings developed in the prerequisite introductory subject, Introduction to Developmental, Learning and Behavioural Difficulties. The subject will pay particular attention to issues of assessment and practical strategy implementation in reading, writing and spelling for children experiencing learning difficulties. The subject will also address issues of parent/teacher cooperation in supporting these children.

## Class Contact

---

Up to four hours or equivalent a week.

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to assess literacy development over a number of dimensions. In particular, to identify a child's understandings, beliefs and views about the nature and the learning of literacy and determine how these determine the strategies the child subsequently employs; plan and carry out appropriate corrective instruction.

## Prerequisite

---

Introduction to Disorders in Development or written permission of the subject or course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Literacy for Teachers (4796)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to demonstrate an understanding of the distinction between oral and written discourse and associated notions of what it means to be literate; identify and employ various grammatical resources appropriate to the construction of academic texts; demonstrate an understanding of early literacy development and early literacy practice in educational settings; effectively communicate with families, community agencies, and professional associations.

## Class Contact

---

Up to four hours or equivalent a week.

## Syllabus

---

This subject will provide an introduction to language as a resource for learning. It will examine literacy resources and the construction of academic texts, literacy and language development prior to schooling, the relation between early literacy development and literacy practice in the early years of formal education.

## Unit: Mathematics & Learning Difficulties (4797)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Mathematics Education 1 or written permission from the subject or course convener.

### Syllabus

---

This subject addresses teaching mathematics to children who experience learning difficulties. The subject focuses on the following theoretical issues as they relate to children with mathematical learning difficulties: causes of mathematical learning difficulties; the examination of common error patterns; implications of constructivist and representational theories for planning instruction and; principles of assessment and intervention related to the teaching of the curriculum in mathematics. In general, the emphasis will be given to the needs of children with moderate learning difficulties in mathematics.

### Class Contact

---

Up to four hours or equivalent a week.

### Learning Outcomes

---

The satisfactory completion of this subject will enable the student to assess a child in relation to mathematics over a number of dimensions; identify a child's work in the subject; plan and carry out appropriate corrective instruction; demonstrate an understanding of basic mathematical concepts in a variety of situations, and with a range of different representations.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Mathematics Education 1. (4798)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours or equivalent a week.

### Syllabus

---

This subject will provide a sound theoretical base for the teaching of mathematics. Constructivist and Representational theories will provide the major focus, however other theories and theorists will be dealt with as appropriate. In addition to providing a theoretical foundation for the learning of mathematics this subject will promote developing positive attitudes towards mathematics, learning to communicate mathematically and to reason mathematically. Embedded in all aspects of this subject are the principles of problem solving and approaching the learning of mathematics taking account of individual needs.

### Learning Outcomes

---

On completion of this subject, it is expected that students will be able to develop teaching techniques and strategies appropriate for implementing a mathematics curriculum; plan and engage in activities which will promote the confident application of learning skills to practical situations in the teaching of mathematics; design mathematical instruction so as to incorporate the processes of problem solving and to foster the problem solving abilities of children within their educational setting. Early childhood students will focus on mathematical learning for 0 to 8 years and primary students will concentrate on 5 to 11 years.

### Prerequisite

---

Reconstructing Mathematical Understanding.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Mathematics Education 2 (4799)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Mathematics Education 1.

### Class Contact

---

Up to four hours or equivalent a week.

### Learning Outcomes

---

On completion of this subject, it is expected that students will be able to facilitate children's understanding of mathematics; interpret the mathematics curriculum to focus on relational understanding; access and use technology for the teaching of mathematics; recognise the individual difference children have in the acquisition of mathematical knowledge and understanding and be aware of common problems encountered and how to deal with these.

### Syllabus

---

This subject will focus on preparing beginning teachers to present mathematics content in a meaningful manner. This will be achieved through applying the principles of relational understanding to the teaching of mathematical concepts. Each of the following strands will be examined using the theoretical framework developed in Mathematics Education 1 Space; number; measurement; chance and data and algebra. This subject will provide the beginning teacher with different modes of presentation (including IT) and alternative methods of assessing children's work in mathematics.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Promoting Positive Learning Environments. (4801)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject explores the sociology, biology, and psychology of families, community and society as they relate to appropriate and inappropriate classroom behaviour, establishing links between school and home, and developing classroom and school behaviour management policies. Students will examine a range of traditional theories and techniques, including cross-age tutoring, patterning positive classroom interactions, playground peer mediators (conflict resolution), working with parents, and managing attention-deficit hyperactivity disorder and school refusal. Students will also examine special programs for managing more severe classroom problems, and the case management of classroom behaviour problems.

### Learning Outcomes

---

On completion of this subject students will be able to formulate a personal approach to promoting positive learning theoretical foundations, and techniques that fit this theory; and case management of classroom behaviour problems with a focus on dealing with adolescents.

### Class Contact

---

Up to four hours or equivalent a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Reconstructing Maths Understanding (4802)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject will assist in the development of mathematical knowledge by the presentation of the content via practical applications, problem solving and mathematical modelling. It will provide students with the opportunity to reflect on previously acquired knowledge, new knowledge, and facilitate the construction of mathematical relationships. This will stimulate students to make connections and to develop a coherent framework for mathematical ideas. This subject will incorporate strategies to develop positive attitudes towards mathematics and in particular in the teaching of mathematics. Students will be required to demonstrate a sound knowledge of mathematical concepts, procedures and connections.

### Learning Outcomes

---

On completion of this subject, it is expected that students will be able to demonstrate conceptual and procedural understanding of mathematics by using multiple representation. Demonstrate the ability to solve mathematical problems using a variety of strategies; exhibit a positive attitude towards mathematics.

### Class Contact

---

Up to four hours or equivalent a week.

## Unit: Responding Individual Needs in Education. (4803)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

On completion of this subject, it is expected that students will be able to demonstrate how a range of individual differences in learning and ability of students in today's classrooms impacts on teaching; describe characteristics of students with learning difficulties; evaluate strategies for identifying, assessing and teaching students with learning difficulties; and access the range of support services for such students.

### Syllabus

---

Through a combination of lectures, workshops and practical activities this subject provides students with the knowledge and skills to reach students with specific learning needs in regular classrooms.

### Class Contact

---

Up to four hours or equivalent a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Teaching Internship (4804)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is based on an integrated conception of knowledge, skills and attitudes developed over the preceding semesters in curriculum, pedagogy and professional experience. The internship provides a continuous and intensive period where a realistic and comprehensive understanding of the complexity of teaching and the teaching profession can be experienced. The subject provides students with an extended opportunity to integrate theory with practice and to incorporate insights into and to modify existing theory. It aims to promote teaching as a professional activity.

## Prerequisite

---

Successful completion of professional experience subjects in first three years of the undergraduate course, or first year of graduate entry course; or permission of Head of School.

## Class Contact

---

One hour per week plus 40 days in school setting. Professional experience may be scheduled during class free time.

## Corequisite

---

Relevant curriculum and core subjects.

## Learning Outcomes

---

Upon successful completion of the subject, it is expected that students will be able to use and develop professional knowledge and values; communicate, interact and work with students and others; plan and manage the teaching and learning process; monitor and assess student progress and learning outcomes; and reflect, evaluate and plan for continuous improvement. It is expected they will demonstrate the qualities of a Beginning Teacher.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Science Education (4805)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to four hours or equivalent a week.

## Learning Outcomes

---

Through workshops it is expected that students will be able to identify the value of different learning and teaching approaches in science; develop an appreciation of the value of teaching science in everyday technological and environmental contexts; effectively program and assess learning; and become familiar with recent developments in science curricula and profiles which they will learn to take into account in their own planning of science programs.

## Syllabus

---

This subject assists students to develop understandings of and skills in the teaching of science to children at early childhood and primary levels. Students will examine their own science experiences, and extend their understandings of science and its relationship with technology. Through fieldwork and by examining research into children's ideas, students will develop an understanding of the importance of relating teaching to children's scientific conceptions.

## Prerequisite

---

Successful completion of Year 1 of course or permission of course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Principles, Practice Hth & Movement Educ (4807)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject studies the role of the Health and Physical Education Learning area within the Australian School system. The criterion for selection of areas of content and the techniques for teaching specific Strands is central to the subject of study. Planning, programming and evaluation of teaching performance is addressed in the social context of the whole school.

### Prerequisite

---

Personal Development Health and Physical Education, Performance Studies in Physical Education.

### Class Contact

---

Up to four hours or equivalent a week.

### Learning Outcomes

---

On completion of this subject, it is expected that students will be able to plan and present appropriate class activities; develop strategic skills for the teaching of the health and physical education curriculum; identify criteria for curriculum design, lesson planning and evaluation of teaching.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Social & Environmental Education (4808)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Successful completion of Year 2 of course or permission of course convener.

### Class Contact

---

Up to four hours or equivalent a week.

### Syllabus

---

This subject provides students with a theoretical and practical base for teaching social and environmental education in early childhood and primary settings. Students will examine the disciplinary foundations of social and environmental education and investigate recent curricula initiatives and issues at national and local levels. The subject will also provide them with a framework for the design, implementation and assessment of social and environmental education. A range of resources and instructional approaches will be introduced and assessed for their benefits to all children. Throughout the subject students will be required to reflect upon their own perceptions and experiences of social and environmental education and constantly question the basis of their judgments so that, ultimately, they will be able to present a socially-just curriculum in primary and early childhood contexts.

### Learning Outcomes

---

On completion of this subject, it is expected that students will be able to demonstrate an understanding of the contested nature of social and environmental education; design, implement and assess learning experiences for children in social and environmental education at the primary/early childhood level; critically appraise content, resources and instructional approaches in social and environmental education. Early childhood students will focus on social and environmental learning from 0 to 8 years and primary students will concentrate on 5 to 11 years.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Technology Education (4809)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to develop their own approach to teaching technology and will understand the implications of this approach for children's learning; gain an appreciation for and value of technology and its relationship with science; and relate understandings gained from other subjects studied, particularly those which have a scientific or technological focus.

## Syllabus

---

Students will examine their own perceptions of technology and broaden their understandings about how to plan for and teach in this area, utilising key national and local curriculum documents. In particular students will explore different learning approaches to technology education. In workshops students will explore technological learning from the perspective of the environment, gender, information, systems, materials and designing, making and appraising. Interconnections between each of these will be emphasised.

## Class Contact

---

Up to four hours or equivalent a week.

## Prerequisite

---

Successful completion of Year 1 of course or permission of course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Social Context of the Curriculum (4811)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to explain the impact on the curriculum of gender, social class, ethnicity and culture; analyse unresolved tensions in society such as tensions between; global and local interests; individual and institutional interests; liberal and vocational interests; completion and co-operation in society; evaluate issues of justice and equity in Australian schools.

## Prerequisite

---

Successful completion of Year 3 course or permission of course convener.

## Class Contact

---

Up to four hours or equivalent a week.

## Syllabus

---

This subject focuses on the way in which the Australian school curriculum is influenced by the social context of Australian society. The content and approach of the subject are designed to challenge students to develop sound understandings of the structure and pluralistic nature of Australian society and the implications for education of the changing nature of knowledge. This subject also considers the changing nature of teachers' work. A brief historical overview of education provides the framework within which the impact of social variables and concepts are analysed, such as social structure, organisation, and change.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Public Policy (4816)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have acquired; knowledge and understanding of the main forms of government action in western countries; an understanding of the main theoretical approaches to the study of public policy; an understanding of the techniques used to explain policy formation, evaluation, and policy change; a critical grasp of the skills required for policy and analysis in the bureaucracy.

## Syllabus

---

This subject introduces students to the idea of policy as a major component of government activity and to some of the now widely used techniques of policy analysis and policy evaluation. The subject is structured to examine the nature of policy and the policy process; policy design and argumentation comparative public policy and problems of implementation.

## Prerequisite

---

One Social Science subject.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Issues in Contemporary Management (4817)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, )

- S1A (AIM, Face-to-Face)

## Learning Outcomes

---

On completing this subject students will have acquired knowledge and understanding of some of the leading issues in contemporary management; a capacity to undertake systematic investigation of management issues; a greater understanding of the complexities of management in the contemporary world; and enhanced communication skills for management.

## Syllabus

---

This subject provides students with an opportunity for systematic exploration leading to deeper understanding of leading contemporary issues in management.

## Prerequisite

---

Introduction to Management and Organisational Behaviour.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Organisational Behaviour (4818)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2007)

- S1A (IAL, Legacy)

## Learning Outcomes

---

Upon completion of this subject students will have developed or improved their skills in analysis and problem solving; academic competencies as they relate to written and oral presentations; application of basic and enduring principles developed from the study of organisational behaviour as they apply to the workplace; comprehension of the interactions between the various theoretical approaches in organisational behaviour.

## Syllabus

---

This subject is designed to assist students in developing their people skills so that they can become a state-of-the-art manager. This will be achieved by providing students with the concepts, theories, issues and insights into the behavioural aspects of individuals and work groups. The purpose of this subject is to study human behaviour in organisations at the individual and group level and to identify the effect of organisation structure and processes on behaviour.

## Prerequisite

---

Introduction to Management.

## Class Contact

---

Two hours of lectures and one hour of tutorials a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Parties & Elections (4819)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Syllabus

---

Parties are common and significant feature of contemporary political systems. Elections are the process by which parties translate their constituency support into political power. The subject will examine the structure and functions of political parties and look at different types of party systems. It will discuss types of electoral systems and examine the way they have influenced the character of party systems. Country studies will be used to compare the operations of different party and electoral systems examined in the subject.

## Learning Outcomes

---

On successful completion of this subject students should have developed an understanding of the role of parties in a political system and be familiar with the ways in which different electoral systems impact on the structure of party systems.

## Prerequisite

---

Introduction to Australian Politics.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Politics of Welfare (4821)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

the subject develops abilities in policy analysis by comparing Australia's social policy environment, processes and performance with those of a selection of other countries. A multi-disciplinary and problem-centred approach is adopted that takes into account sociology, economics, political science and demography. Problem areas examined include, for example, the trade-offs between poverty, equality, efficiency and liberty; the growing impact of long-term unemployment; the design and operation of social welfare systems; and the dilemmas of health policy.

## Class Contact

---

Three and a half hours a week.

## Learning Outcomes

---

On completion of this subject students will have acquired; knowledge and understanding of the historical evolution and current nature of the Australian welfare state; an appreciation of the choices involved in welfare state design in Australia and other western countries; an understanding of how to conduct case studies in a particular social policy area; a critical understanding of the complexities of applied cross-disciplinary social science research.

## Prerequisite

---

One Social Science subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Public Sector Management (4822)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject introduces students to the study of public sector management with a particular focus on the Australian experience. It first explores the traditional model of public administration and then examines changes brought about by the current attention by governments to public sector reform.

## Learning Outcomes

---

At the end of the subject, students should be able to understand the principles and values underpinning traditional and contemporary models of public administration, exemplified primarily through the Australian experience; comprehend the agendas, values and processes involved in the current reform of the public sector; apply theoretical concepts and issues to real world situations; and demonstrate basic competencies in the written and oral presentation of academic work.

## Prerequisite

---

Introduction to Management.

## Class Contact

---

One two hour lecture and a one hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Strategic Management (4823)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- BCS2 (BRISBANE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1A (AIM, Face-to-Face)
- UCT2 (AIM, Face-to-Face)
- UCT2 (WBC, Face-to-Face)
- UCT3 (IAL, Face-to-Face)
- UCT3 (AIM, Face-to-Face)
- SSUM (WBC, Face-to-Face)
- UCT4 (HIE, Face-to-Face)

### Prerequisite

---

Introduction to Management; "Noting the scope and content of strategic management, it is recommended that students take this subject in the second half of their degree."

### Class Contact

---

One two hour lecture and a one and a half hour tutorial a week.

### Learning Outcomes

---

At the completion of the subject students will have been introduced to the basic concepts of long-range, strategic and rational decision theories as well as to counter-planning models, prepared for more advanced study in public administration and public policy, and acquired a wider understanding of 'real-world' bureaucratic and policy-related decision making especially concerning large-scale projects.

### Syllabus

---

The concept of qualitative decision-making and policy analysis will be considered. Both a private and public sector orientation will be used to consider strategic and corporate planning, rational policy making including cybernetic control theory, 'non-rational' and counter-planning theories, contingency approaches to policy-making in democratic societies. Case studies concerning public/private "mega-projects" will be studied involving both Australian and international examples of public decision-making.

### Unit Level Key:

---

- 1 - Offered in *first* year of course curriculum

- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting & Finance 1a (4824)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (AIM, Face-to-Face)
- UCT4 (HIE, Face-to-Face)
- UCT3 (AIM, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)
- S1A (IAL, Face-to-Face)

## Syllabus

---

This subject is the first in a series of subjects designed to develop an understanding of the theory and practice of accounting and finance. Accounting and Finance 1A provides an introduction to the nature and purpose of accounting as an information specialisation. It provides students with the basic techniques of financial accounting and emphasises the preparation, use and interpretation of financial accounting information.

## Learning Outcomes

---

On successful completion of this subject, students will be able to demonstrate a sound understanding of the basic accounting process; understand principles, concepts and standards of accounting; apply accounting concepts and principles to business situations; be capable of preparing financial statements; be capable of performing basic financial statement analyses. In addition to having acquired subject specific knowledge, students should also have improved their generic skills, such as report writing; problem solving; the ability to act and think independently; and the ability to listen effectively, transfer and receive knowledge, and collaborate with colleagues.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting & Finance 1b (4825)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- BCS3 (BRISBANE, Face-to-Face)
- S1A (AIM, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)
- UCT4 (IAL, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- UCT4 (AIM, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject, students will have: an understanding of fundamental cost accounting concepts and procedures; knowledge of the rationale and limitations of cost allocation techniques; knowledge of and the capacity to apply accounting tools for planning and control; a capacity to prepare reports for managerial decision making. In addition to having acquired subject specific knowledge, students should also have improved their generic skills, such as: report writing; problem solving; the ability to act and think independently; the ability to listen effectively, transfer and receive knowledge and collaborate with colleagues; an ability to analyse, reason logically and conceptualise issues.

## Class Contact

---

Three and half hours a week.

## Syllabus

---

The subject is the second in a series of subjects designed to develop an understanding of the theory and practice of accounting and finance. Accounting and Finance 1B provides an introduction to managerial accounting and financial management. It covers the fundamental concepts and tools used in managerial accounting and financial management to provide information for decision-making, planning and control.

## Prerequisite

---

Accounting and Finance 1A.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting & Finance 2a (4826)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRISBANE, Legacy)
- S1 (BRUCE, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)
- S1A (AIM, Legacy)

## Syllabus

---

In this subject, students will examine the theory and practice of financial reporting of companies. Topics covered include the institutional framework for financial reporting regulation in Australia, accounting for the creation and liquidation of companies, reporting and disclosure requirements of companies, tax-effect accounting and an introduction to consolidation accounting.

## Prerequisite

---

Accounting and Finance 1A.

## Class Contact

---

Three and one half hours a week.

## Learning Outcomes

---

On successful completion of this subject students will have: knowledge of the institutional framework of financial reporting; capacity to prepare company accounts in accordance with legal and institutional requirements; and understanding of key accounting standards.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Accounting & Finance 2b (4827)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1A (AIM, Legacy)
- BCS3 (BRISBANE, Face-to-Face)
- UCT3 (IAL, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- UCT3 (WBC, Face-to-Face)
- UCT4 (AIM, Face-to-Face)
- S1 (BRISBANE, Legacy)
- S1A (HIE, Legacy)

## Syllabus

---

The focus of this subject is the organisational context in which management accountants work and managerial accounting reports are prepared and communicated. The reliance of modern organisations upon computerised managerial accounting information systems and their role in generating managerial accounting information is central to our study.

## Class Contact

---

Three and one half hours a week.

## Learning Outcomes

---

On successful completion of this subject students will have: an understanding of costing and cost allocation approaches under a variety of decision making contexts; knowledge of modern management accounting techniques such as inventory management, quality control and pricing techniques; the ability to interpret data and reports; and present, discuss and defend views.

## Prerequisite

---

Accounting and Finance 1B.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting & Finance 3a (4828)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- BCS2 (BRISBANE, Face-to-Face)

### Class Contact

---

Three and a half hours a week.

### Learning Outcomes

---

On successful completion of this subject students will have: an understanding of approaches to theory formulation; knowledge of alternative measurement systems; an awareness of contemporary issues in accounting; and generic skills in analysing information.

### Prerequisite

---

Accounting and Finance 2A.

### Syllabus

---

This subject provides a study of accounting theory, alternative measurement systems, international issues and public sector accounting together with contemporary issues in accounting as they develop.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting & Finance 3b (4829)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)
- S1 (BRISBANE, Legacy)

### Prerequisite

---

Accounting and Finance 2B.

### Class Contact

---

Up to four hours a week.

### Syllabus

---

This subject considers major themes in modern management including strategic management accounting, human resource management and compensation, the impacts of budgeting activity on people and organisations, the development of new computer-based accounting systems and modern communications technology, marketing issues both domestic and international, and management accounting issues related to distribution of products.

### Learning Outcomes

---

On successful completion of this subject students will have: an understanding of strategic managerial accounting; an advanced knowledge of applications of activity based costing, performance measurement techniques and management control in decentralised organisational structures; an ability to solve advanced financial modelling problems; an ability to tolerate ambiguity.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Accounting Information Systems (4831)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- BCS2 (BRISBANE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours a week.

### Prerequisite

---

Accounting and Finance 1A.

### Learning Outcomes

---

On successful completion of this subject students will be able to describe the major functions performed by an accounting information system and decompose it into logical sub-systems for analysis and evaluation; interpret and use flow charts and data flow diagrams; explain the similarities and differences between manual and computer-based accounting systems, and between CIS and e-commerce systems, especially with respect to internal control; process transactions and reports using both manual computer-based systems; build simple financial models to support management decision-making; and discuss the accountant's role in systems development. Students will also have improved their generic skills, particularly with respect to group work, problem-solving, and the use of information technology.

### Syllabus

---

This subject is designed to reinforce and extend the knowledge gained in Accounting and Finance 1A by providing 'hands-on' experience with transaction processing and decision support systems. Of primary interest are the formal systems that assist operational decision-making and provide the data needed to meet external financial reporting obligations. However, some attention is also given to systems that support management's strategic and tactical decision-making.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Auditing (4834)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)
- S1 (BRISBANE, Legacy)

## Learning Outcomes

---

After completing this unit students should be able to define auditing; understand the scope and extent of the auditor's responsibilities and related ethical behaviour; describe the audit process and perform basic procedures in the audit process; and read and interpret an auditor's report. In addition to having acquired subject specific knowledge, students should also have improved their generic skills, such as report writing; problem solving; the ability to act and think independently; the ability to collaborate with colleagues; and skills in the use of information technology.

## Prerequisite

---

Accounting Information Systems; Accounting and Finance 2A.

## Syllabus

---

This subject introduces the concepts and practices of financial statement auditing. First, the subject examines the role of auditing and the duties and responsibilities of statutory auditors. Special emphasis is given to professional ethics. The subject then looks at how financial statement audits are conducted in both manual and computer-based environments.

## Class Contact

---

Three and a half hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Commercial Bank Management (4836)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- UCT4 (AIM, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Financial Management 1.

## Learning Outcomes

---

On successful completion of this subject students will (i) understand the financial and strategic issues regularly addressed by the managers of financial services firms; (ii) be familiar with the process of financial innovation and with the risk management strategies used in the financial services industry; and (iii) have the conceptual foundations and analytical skills necessary to work effectively in the financial services industry. In addition to having acquired subject specific knowledge, students should also have improved their generic skills, including report writing, problem solving, the ability to think and act independently, to listen effectively, to transfer and receive knowledge, collaborate with colleagues, and to present, discuss and defend views.

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject involves the application of modern banking and finance theory to the process of management of today's complex commercial banking and similar financial service organisations. Commercial Bank Management takes a strategic approach to banking operations and management of the financial services firm.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Credit & Lending Decisions (4837)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- UCT4 (AIM, Face-to-Face)

## Learning Outcomes

---

As a result of taking this subject, students should develop a solid understanding of the asset creation policies and procedures of commercially oriented financial institutions; have increased their knowledge of techniques for the historical analysis and forecasting of financial information; have applied their knowledge of the theory of business finance to the assessment of likely financial requirements of business borrowers, and the fundamental considerations used to tailor financing facilities to the enterprise requirements; and have gained the technical understanding to identify, analyse and manage the risks associated with credit and lending decisions.

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject encompasses study of the credit assessment and lending function of a financial services firm. It builds on the theoretical knowledge gained in prior subjects to provide students with an opportunity to explore the usefulness and problems of operationalising theory and applying it to real world financing situations. As such it also aims to provide students with a perspective on financing that supports the roles of the financial analyst, adviser and lender in a manner that clarifies the approaches used, the issues raised and the range of outcomes in these operations.

## Prerequisite

---

Financial Management 1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Ethics (4838)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the successful completion of this subject students will have an introductory knowledge of the principles of moral philosophy; have been introduced to the work of moral philosophers such as Aquinas, Berkeley, Mill, Kant, Dworkin and Rawls; understand the contribution of ethical theory to professional ethics; understand the ethical foundations of recent case histories; be familiar with the ethical pronouncements of professional bodies.

## Class Contact

---

Three to four hours a week.

## Prerequisite

---

Completion of at least 24 credit points.

## Syllabus

---

This subject will provide a broad introduction to moral philosophy and an introduction to the role of morality in shaping community ethical principles. The course will also consider the ethical foundations of dilemmas faced by professionals in recent case histories. It will conclude with a four-week consideration of ethical theory and professional ethics which includes a short treatment of the ethical pronouncements of several professional bodies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Financial Management 1 (4839)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S1A (AIM, Legacy)
- BCS3 (BRISBANE, Face-to-Face)
- UCT3 (IAL, Face-to-Face)

### Prerequisite

---

Business Statistics 1, Accounting and Finance 1B, substantial progress in first year subjects.

### Class Contact

---

Two hours of lectures and a one and a half hour tutorial a week.

### Learning Outcomes

---

On completing this subject students will understand the goals of financial management; be able to apply discounted cash flow techniques to value debentures, shares and to evaluate alternative capital investment proposals; understand the concept of an efficient capital market and the nature of the risk-return trade-off facing investors and firms and apply this in determining the cost of capital; have an enhanced understanding of working capital management; be able to make capital investment decisions under uncertainty; evaluate leasing as an investment alternative and appreciate the importance of taxation in this decision; be able to describe the main features of various short term and long term financing options; be able to discuss factors that financial managers must consider in establishing a dividend policy; understand the effects of financial leverage in capital structure decisions; and have increased generic skills in problem solving and in documenting these solutions.

### Syllabus

---

This is a financial management subject which is very broad in scope. It provides an introduction to financial institutions, markets, securities and management of short and long term assets and liabilities, and extends topics introduced in Accounting and Finance 1B.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum



- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Concepts in Biology (483)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

## Learning Outcomes

---

At the end of the subject it is expected that students will be able to apply a knowledge of some basic concepts in biology in the areas of cell organisation, metabolism, reproduction and inheritance to interpret biological phenomena; collect, record, analyse and interpret biological data related to these concepts and communicate these interpretations both in writing and orally; and design and conduct simple experiments which examine some of these concepts.

## Class Contact

---

Three one-hour lectures and one three-hour practical a week.

## Syllabus

---

This subject introduces some of the basic processes exhibited by living organisms. It assumes no prior knowledge of biology and provides a self-contained introduction to biology as well as a foundation for later studies in areas related to the life sciences. The subject examines the characteristics of living organisms and the structure of cells; energy flow, nutrition and metabolism; information storage and gene expression; and reproduction and inheritance. Emphasis is placed on the relevance of these processes to human affairs.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Financial Management 2 (4840)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject gives an understanding of investment decisions in a capital market context.

## Learning Outcomes

---

On completing this subject students will be able to: discuss, explain and apply modern portfolio theory in a range of practical situations; understand the implications of capital market efficiency for security selection styles such as technical and fundamental analysis; apply techniques for valuing equity and understand the importance of economic and industry analyses; evaluate bonds as an investment alternative and consider bond portfolio strategies; understand the basic characteristics of options and future contracts, apply pricing models and appreciate the role of these derivatives as risk management tools; discuss any other topic that may from time to time be included in the subject, for example mergers and takeovers; and have increased generic skills in problem solving and in the use of Excel and Solver.

## Prerequisite

---

Financial Management 1.

## Class Contact

---

Two hours of lectures and a one and a half hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Coding Theory (4842)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

For hours a week.

## Learning Outcomes

---

Students will be expected to be able to understand and apply techniques of error correction and decoding, and prove properties of the codes studied.

## Prerequisite

---

Mathematical Structures or Mathematics 1/2 or Computing Mathematics 2.

## Syllabus

---

Algebraic coding theory is an area of applied mathematics concerned with the accurate and efficient transmission and storage of digital information via media subject to error. Applications range from deep space communication to high fidelity compact disks. In this subject the main concepts of the theory are introduced and developed. Topics will be drawn from error correction and detection, linear codes, encoding and decoding, dual codes, Hamming codes, non-linear codes, BCH codes and finite fields, cyclic codes.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Mathematical Structures (4844)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will be expected to be able to demonstrate proficiency in combinatorial reasoning; appreciate the importance of proof in abstract algebra, and write proofs of their own; understand the use of discrete mathematical techniques in the applications studied, and apply this understanding to appropriate other applications.

## Class Contact

---

Three hours of lecture and one hour of tutorial a week.

## Syllabus

---

This subject covers material drawn from combinatorics and abstract algebra. Attention is given to applications where relevant. Topics will be selected from permutations and combinations, inclusion/exclusion, generating functions, recurrence relations, rings, fields and Galois theory, group theory, an introduction to coding theory.

## Prerequisite

---

Computing Mathematics 2 or Mathematics 1/2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Quantitative Decision Making (4847)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

An introduction to the modelling of management problems using commercial PC packages, especially MS-Excel. The subject deals with the application of operations research modelling techniques to management problems of realistic size. Topics covered include decision making, linear programming, project scheduling, analysis of inventories and/or queues. Situations of certainty and uncertainty are considered.

## Class Contact

---

Three hours of lectures and one hour of tutorial/laboratory work a week.

## Learning Outcomes

---

Students will be expected to be able to recognise real-world problems which can be modelled by operations research techniques; understand the mathematical basis of algorithms used in this subject, sufficiently to explain their appropriateness to a client; interpret the results of decision models and evaluate their reliability.

## Prerequisite

---

Mathematical Methods and Business Statistics 1, or equivalent subjects.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Australian Economy (4849)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

At the end of this subject students should understand the forces that have shaped the Australian economy; appreciate how social, economic and political forces have interacted to develop our key economic institutions; understand how economic policy must be formulated to work within the country's social and institutional context.

## Syllabus

---

This subject aims to provide an overview of the forces that have shaped the Australian economy.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Chinese 1a:Language & Culture (4851)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2013)

### Class Contact

---

Five hours a week.

### Syllabus

---

This subject assumes no previous knowledge of Mandarin Chinese (Putonghua). Its objectives are first, to begin progress towards communicative competence in the language through active use of its basic patterns in realistic interactive situations and introductory use of its unique writing system; and, secondly, to work towards socio cultural competence through an increasing understanding of contemporary Chinese-speaking societies and of the ways in which their culture and language are interrelated.

### Learning Outcomes

---

By the end of this subject students will be able to initiate and respond in some basic conversational situations; have grasped the principles of the writing system and be able to read and write about 200 of the most common characters, in the simplified forms used in the People's Republic of China; comprehend some basic Chinese cultural concepts and be able to recognise differences from Australian ones.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Chinese 1b:Language & Culture (4852)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Five hours a week.

### Prerequisite

---

Chinese 1A Language & Culture.

### Learning Outcomes

---

By the end of this subject students will be able to produce and understand longer utterances in more complex social situations; be able to recognise and use a further 400 characters; be able to use basic dictionaries; have increased their understanding of the sociocultural background of Chinese-speaking countries and regions.

### Syllabus

---

This subject builds on the groundwork laid in the previous subject, by extending the range and complexity of grammatical patterns, of vocabulary, and of the social and cultural situations in which they are typically applied. The repertoire of characters is also steadily increased, so that students can write and read what they say. The use of basic dictionaries and some simple translation techniques are introduced.

## Unit: Chinese Language 2 (4853)

---

**Level:** 2      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of this subject students will be familiar with most fundamental grammatical patterns, and be able to use them in speaking, reading and writing; have the sociolinguistic competence to select culturally appropriate modes of expression; be able to use a further 900 characters (in simplified and full forms); be able to read and translate more extended authentic texts.

## Syllabus

---

Students fill in the broad framework of the language presented in the preceding subjects, and by the end of the year have encountered most of the major grammatical patterns of Mandarin Chinese (Putonghua). Emphasis is placed on the practical use of the language in conversation and other comprehension activities, and on recognising and using socio culturally appropriate modes of expression. Study of characters is accelerated - students read texts of increasing length, and become familiar with some of the full form characters used in Hong Kong and Taiwan. Students continue to learn techniques of translation.

## Prerequisite

---

Chinese 1B Language & Culture.

## Class Contact

---

Five hours a week (year-long).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Chinese Language 3 (4854)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This subject further expands on the groundwork laid by the preceding subjects. Emphasis is placed on conversation, reading, writing and translation; and on listening to or watching a variety of audio or audiovisual materials. More advanced structural points are studied together with those linguistic features characteristic of more formal written style. Further socio cultural background is introduced.

## Class Contact

---

Five hours a week (year-long).

## Learning Outcomes

---

By the end of this subject students will have achieved a sufficient level of competence in reading, speaking, and translating from Mandarin Chinese to enable them to use the language in relevant social and non-technical professional situations; be able to use the remaining 1000 of the 2500 most important characters; be able to compose short written texts such as letters; be familiar with the sociocultural background of the main Chinese-speaking countries/regions; have acquired the necessary learning strategies for further development of their Mandarin Chinese language competencies.

## Prerequisite

---

Chinese Language 2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Creative Writing 1 (4855)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject introduces students to the theory and practice of short fiction and creative non-fiction writing. As well as developing some basic fiction and non-fiction writing strategies, it explores concepts of writing and being a writer, and outlines the professional field of publishing, including market opportunities, and legal and ethical responsibilities. Students will be encouraged to develop their writer's eye and to keep a writing journal.

## Class Contact

---

One one-hour lecture and one two-hour tutorial a week.

## Learning Outcomes

---

: This subject introduces students to the theory and practice of short fiction and creative non-fiction writing. As well as developing some basic fiction and non-fiction writing strategies, it explores concepts of writing and being a writer, and outlines the professional field of publishing, including market opportunities, and legal and ethical responsibilities. Students will be encouraged to develop their writer's eye and to keep a writing journal. On completing this subject it is expected that students will be able to: produce work to a finished standard with respect to editing and revision; develop and utilise strategies for enhancing their creativity; employ basic fiction and non-fiction writing strategies; research markets for their work.

## Unit: Creative Writing 2 (4856)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject develops knowledge of the elements of narrative such as theme, form, plot, characterisation, dialogue, point of view and style. Students will experiment with writing styles and be encouraged to develop their own voice and approaches to short fiction.

## Prerequisite

---

Creative Writing 1 or permission of Head of School.

## Class Contact

---

One one-hour lecture and one two-hour tutorial each week.

## Learning Outcomes

---

On completion of this subject is expected students will be able to: employ the elements of short fiction in the production of their own work; use structural, rhetorical and writing techniques in the writing of short fiction; communicate ideas, thoughts and feelings through prose fiction; utilise professional standards of presentation and criticism to their own work and the work of fellow students.



## Unit: Japanese 1a:Language & Culture (4865)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2013)

### Class Contact

---

Five hours a week.

### Syllabus

---

This subject assumes no previous knowledge of the language. Its objectives are first, to achieve the first steps towards communicative competence in the language through the active use of its basic patterns in realistic interactive conversational situations and the use, from the start, of its unique writing system, and secondly sociocultural competence through increasing understanding of contemporary Japanese society and in particular of the way in which its language and culture are inextricably interrelated.

### Learning Outcomes

---

By the end of the subject students will be able to initiate and respond in some basic conversational situations; have grasped the principles of the writing system and be able to read and write Kana and about 100 Kanji; be able to distinguish the phonemes and understand simple conversations; comprehend some basic Japanese cultural concepts and be able to recognise divergences from Australian patterns.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Japanese 1b:Language & Culture (4866)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject builds on the groundwork, laid in the previous subject, by extending the range and complexity of grammatical patterns and of the social situations to which they can be applied. The repertoire of Kanji is also steadily increased, so that students can write and read what they can say. The use of basic dictionaries will be taught.

### Prerequisite

---

Japanese 1A Language and Culture.

### Class Contact

---

Five hours a week.

### Learning Outcomes

---

By the end of the subject students will have the basic tools for finding information in real-life situations; be able to produce longer sentences in more complex social situations; be able to recognise and use a further 150 Kanji; be able to use basic dictionaries; have increased their understanding of Japanese culture and society.

## Unit: Japanese Language 2 (4867)

---

**Level:** 2      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of the subject students will be familiar with most of the fundamental grammatical patterns and be able to use them in speaking, reading and writing; have the sociolinguistic competence to select culturally appropriate modes of expression; be able to recognise and use a further 300 Kanji and be able to read extended texts.

## Syllabus

---

Students will fill in the details of the broad framework of the language presented in the preceding subjects, so that by the end of the year they will have encountered most of the major grammatical patterns of Japanese. Emphasis will be placed on the practical use of the language in free and guided conversational and comprehension activities. Particular emphasis will be placed on recognising and using socially appropriate modes of expression. Study of the writing system will be accelerated and students will read texts of increasing length.

## Prerequisite

---

Japanese 1B Language and Culture.

## Class Contact

---

Five hours a week (year-long).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Japanese Language 3 (4868)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Prerequisite

---

Japanese Language 2.

## Learning Outcomes

---

By the end of this subject students will have achieved a level of competence in reading and speaking Japanese sufficient to allow them to use the language in all social and non-technical professional situations; be competent in using reference materials; have a solid basis and the necessary learning-strategies for later development; be able to compose short written texts such as letters and essays.

## Class Contact

---

Five hours a week (year-long).

## Syllabus

---

This subject will be a further expansion of the groundwork laid by the preceding subjects. Emphasis will be laid on conversation and interpreting and on listening to or watching a variety of audio and audiovisual materials. More advanced points of morphology and syntax will be studied and more formal types of written Japanese will be introduced together with those linguistic features which are characteristic of the written language.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Literary Studies 2 (4869)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered (Also available in: 2007)

## Syllabus

---

Features a study of the short story from the twin perspectives of the generic and the culturally specific. It will explore both the short story as a popular modern genre and the Australian short story as a form peculiarly suited to many aspects of Australian culture.

## Prerequisite

---

Literary Studies 1 or permission of Head of School.

## Learning Outcomes

---

On completion of this subject it is expected students will have developed a number of criteria with which to analyse and evaluate the short story as a part of Australian culture.

## Class Contact

---

Two one-hour lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Literary Studies 3 (4870)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject it is expected students will be able to critically compare a range of approaches to fiction, and confidently devise, expound, and express their own readings of the genre.

## Class Contact

---

Two one-hour lectures and one one-hour tutorial a week.

## Syllabus

---

An introduction to the wide range of ways in which the novel can be read and theorised, which seeks to establish how these varied approaches impact on the production of fiction. Novels for study will be drawn from a range of sub-genres and periods.

## Prerequisite

---

Literary Studies 2 or permission of Head of School.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Literary Studies 4 (4871)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject it is expected students will be able to critically appreciate the complex interrelation between popular and high culture; "read" and critique non-print texts, and give an account of some aspects of the use of genre fiction in the immediate present.

## Class Contact

---

Two one-hour lectures and one one-hour tutorial a week.

## Syllabus

---

Features an exploration of genre fiction and its role in popular culture. Romance, crime fiction, and fantasy will provide texts for the investigation as will radio and television.

## Prerequisite

---

Literary Studies 3 or permission of Head of School.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Literary Studies 5 (4872)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Literary Studies 4 or permission of Head of School.

## Syllabus

---

An exploration of the themes of vengeance and honour as they are expressed in the plays of Shakespeare and some of his contemporaries with reference to other dramatic and fictional treatments of these subjects.

## Learning Outcomes

---

On completion of this subject it is expected students will be able to evaluate the Shakespearian oeuvre in terms of contemporaneous drama, fiction, and film; place Shakespeare both in his own time and in our own, and give a researched account of the reasons for his continuing popularity.

## Class Contact

---

Two one-hour lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Spanish 1a:Language & Culture (4874)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2013)

### Class Contact

---

Five hours a week.

### Learning Outcomes

---

By the end of this subject students should be able to use their communication skills in Spanish with a relative degree of proficiency. They should be able to understand a basic conversation and to communicate in "every-day Spanish" as naturally and as spontaneously as possible. They should be able to use the basic grammatical structures when writing a composition in Spanish. Through language acquisition students also gain insights in the various aspects of the Hispanic cultural traditions, customs and values.

### Syllabus

---

This subject presupposes no previous knowledge of Spanish. Its primary goal is to develop proficiency in the student's communication skills. The subject provides both oral and written exercises and activities which will give the students the opportunity to develop their ability to understand and speak "every-day Spanish" so they can interact in this language as naturally and as spontaneously as possible. Spanish will be gradually introduced as the only medium of instruction.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Spanish 1b:Language & Culture (4875)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

By the end of this subject students should be able to converse in more complex communicative situations with a higher degree of fluency. They should be able to follow the class in the target language since Spanish is the main medium of instruction. Students should be able to read a variety of texts and their writing skills should include the use of more complex structures when expressing themselves in the form of a composition. Students will be able to use their greater proficiency in Spanish to explore further the cultural traditions, customs and values of the Hispanic world.

## Prerequisite

---

Spanish 1A Language and Culture.

## Class Contact

---

Five hours a week.

## Syllabus

---

This subject continues to build on the work done in Spanish 1. It provides more advanced oral and written exercises and activities which will give students the opportunity to develop further their ability to understand, speak and write "a more advanced Spanish". Special emphasis is placed on developing the student's skills in free conversation. Spanish will continue to be the only medium of instruction.

## Unit: Spanish Language 2 (4876)

---

**Level:** 2      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This year-long subject concentrates on selected and more advanced aspects of Spanish grammar as well as on developing the students' reading, conversational and writing skills. Special emphasis is placed on free conversation and composition. Students are introduced in the first semester to literary and journalistic writings through short stories and articles from newspapers and magazines. Longer literary works and more complex journalistic writings will be studied in second semester. Spanish will continue to be the only medium of instruction.

## Prerequisite

---

Spanish 1B Language and Culture.

## Class Contact

---

Five hours a week (year-long).

## Learning Outcomes

---

By the end of this subject the students' communicative competence should enable them to function effectively in a Spanish speaking environment. They should be able to understand, talk and write on a wide variety of topics in a more advanced Spanish. They should be able to extract and appreciate cultural insights and human values through the reading and analysis of short stories by Hispanic authors.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Spanish Language 3 (4877)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This year-long subject deals with advanced work in grammar and colloquial Spanish. Exercises in comprehension using taped material, as well as regular discussions and written compositions, are a weekly feature of this subject. The study of more complex literary works is aimed at developing the student's reading skills as well as stimulating conversation and discussion in class. The use of journalistic writings will continue on a more advanced level in this subject. Regular work on translation is introduced at this level. Spanish will be the only medium of instruction.

## Learning Outcomes

---

By the end of this subject the students' communicative skills should have reached an advanced level that will enable them to function effectively and confidently in Spanish. Students should be able to understand and use most of the grammatical structures when expressing themselves in an oral or written form. They should be able to engage in debate about cultural aspects of the Hispanic world and universal human values when reading key literary works by Hispanic authors.

## Prerequisite

---

Spanish Language 2.

## Class Contact

---

Five hours a week (year-long).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Public Relations Theory (4882)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Students will develop an understanding of the theoretical underpinnings of public relations campaigns; be able to critically analyse the application of theory in public relations: further develop their research, written and oral communication skills.

## Syllabus

---

Following on from Professional Communication Foundations and Professional Communication Theory and Management, this subject analyses specific public relations theories and explains their practical application. In addition, theories of learning, persuasion, motivation and behaviour are analysed from a public relations perspective. Students will describe and analyse these theories and their application to current public relations campaigns.

## Prerequisite

---

Professional Communication Theory and Management.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Communication 1 (4883)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Communication 2 (4884)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Conservation Practice 1a (4885)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Two hours lecture/tutorial and two hours practical a week.

## Learning Outcomes

---

At the end of the subject it is expected that students will be able to critically evaluate the conservation needs of an artefact; propose appropriate conservation treatments; undertake treatments of artefacts based on their identified needs, and propose a viable conservation research topic and prepare a sound research plan.

## Prerequisite

---

Conservation Practice 2, Analytical Chemistry, Materials Chemistry.

## Syllabus

---

This subject allows students to apply advanced theories and techniques to the conservation of paintings or works on paper or objects (continuing on from second year field of specialisation). Tutorial sessions will investigate highly specific topics which relate to the field of specialisation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Conservation Practice 1b (4886)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

See Advanced Conservation Practice 1A. At the end of this subject it is expected that students will have the ability to treat a variety of conservation problems.

## Corequisite

---

Advanced Conservation Practice 1A.

## Syllabus

---

This subject is a direct extension of the subject Advanced Conservation Practice 1A. The content of both subjects are identical, but this subject provides the student more supervised laboratory time to work with a greater number of artefacts.

## Class Contact

---

Four hours practical work a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Conservation Practice 2 (4887)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Advanced Conservation Practice 1A and 1B.

### Class Contact

---

Four hours practical work a week.

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to incorporate advanced conservation theories into treatment proposals and support the reasons for their selection; carry out advanced treatments on a diversity of conservation problems and have confidence in advising on and treating a wide variety of artefacts.

### Syllabus

---

This subject is a direct continuation of Advanced Conservation Practice 1A and 1B. The majority of student work is concentrated on practical conservation treatments of artefacts. This subject provides the opportunity for conservation students to gain experience through treatment of a wide range of objects with varying conservation problems.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Australian Soils (4889)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Two hours of lectures and three hours of laboratory work a week, up to five days of field classes.

## Learning Outcomes

---

On completion of this subject students will be expected to; be able to describe soil profiles, including horizons, soil texture, structure, pH and colour; be able to classify Australian soils and map soils using field data; understand soil formation processes and the general features of soil variation across various landforms; understand the important chemical and physical properties of soils and the relationships between these properties and land use and land conservation practice.

## Prerequisite

---

Landscape Processes.

## Syllabus

---

This subject aims to provide an introduction to the study of soils, particularly in Australia. The subject covers all the basic facets of the science including soil description, classification, mapping, genesis, chemistry, hydrology and soil biology. The subject is centred around a practical field-based project which aims to give students an applied introduction to soil science.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Catchment Processes (4890)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the conclusion of this subject students should understand the hydrologic cycle, how stream flow is generated and the relationship of rainfall to run-off; be able to calculate water balances, be familiar with techniques for plotting water chemistry data and become familiar with reading and interpreting hydrographs; be able to carry out techniques for measuring the physical, chemical and biological characteristics of water bodies, and understand the interpretations which may be placed on these measurements; understand the ways in which major factors affect the biological productivity of aquatic systems; be able to identify and relate the functioning of the major physical, chemical and biological components of aquatic communities; suggest management strategies appropriate to the processes operating in particular systems; and be able to integrate data from a variety of sources and present them in a written report.

## Syllabus

---

The aim of this subject is to provide an understanding of the relationships between the structural features of aquatic environments and the processes operating in them. The subject gives a general introduction to the elements, processes and concepts of limnology, together with an introduction to the physical and chemical analysis of fresh waters. The subject will consider, from an integrated point of view, the hydrological, chemical and biological processes in running and standing waters.

## Prerequisite

---

Data Analysis in Science **or** Elements of Statistics.

## Class Contact

---

Two hours of lectures, and one three hour practical a week. Three days of field class.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Cultural Heritage Management (4894)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Two hours of lectures and two hours of tutorials each week.

## Syllabus

---

The focus of the subject is an understanding of the theory and practice of cultural heritage management in Australia. Emphasis is placed upon the drafting of a professional level conservation plan for a place of significance.

## Learning Outcomes

---

Upon completion of the subject it is expected that students will be able to apply the heritage planning process to places, landscapes and collections; examine and express the significance of both the intangible and tangible components of Australia's heritage; and, critically evaluate the values of Australian society as they relate to its heritage.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Ecochemistry 1 (4897)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

To review the chemistry underlying key environmental issues. Emphasis is given to developing an understanding of the chemical species in water, soil and air, their sources, reactions, effects and fate as well as the influence of human activity upon these processes. Problems associated with devising sampling program to investigate environmental chemical problems will also be explored.

## Learning Outcomes

---

Students considered to have successfully completed this subject, will have an understanding of the problems associated with the sampling and chemical analysis of environmental materials; an understanding of the sources of air pollution in Australia and the chemical reactions causing photochemical smogs; an understanding of the physical, chemical and biological processes that determine the chemical composition of estuarine waters; knowledge of literature and data bases relating to environmental issues and to chemical contaminants; skills in interpreting the literature based on a recognition of the significance of systematic sampling methods and the role of chemical analysis in examining environmental problems; development of report writing skills using chemical literature; and skills in sampling and analysis of environmental material.

## Prerequisite

---

Chemistry 1A.

## Class Contact

---

One one-hour lecture and one three-hour practical a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Ecochemistry 2 (4898)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Ecochemistry 1.

## Learning Outcomes

---

Students considered to have successfully completed this subject, will have an understanding of the role of trace metals as pollutants and the mechanisms of bio-accumulation, excretion and detoxification in organisms; an understanding of the chemical, biological and physical processes controlling the cycling of major nutrients (C, N, P,) in the environment; skills in interpreting the literature based on a recognition of the significance of systematic sampling methods and the role of chemical analysis in examining environmental problems; development of report writing skills using chemical and ecological literature; and development of skills in designing sampling and analysis programs.

## Syllabus

---

This subject builds on the understanding of the chemical species in water, soil and air, their sources, reactions, effects and fate as well as the influence of human activity upon these processes gained in Ecochemistry 1. Emphasis is given to biological aspects of the cycling of material in the environment and processes occurring in estuarine environments.

## Class Contact

---

One one-hour lecture and one three-hour practical a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Ecology & Biodiversity 1 (4899)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Topics covered include organism interactions with the physical environment; life history attributes for growth, reproduction and dispersal, especially in plants and insects; concept of a resource and of limiting factors; population dynamics and control; present patterns of biodiversity in terrestrial habitats. Practical studies in the field and laboratory aim to develop ecological investigation and measurement skills as well as techniques for collecting and preserving specimens and the identification of specimens in the laboratory.

## Prerequisite

---

Concepts in Biology; Plants and Animals.

## Learning Outcomes

---

At the end of this subject students will have a foundation understanding of ecological theory at the organism and population levels, basic skills for ecological investigation, including organism identification; an understanding of the taxonomic method, familiarity with the patterns of biological diversity across Australia; well developed scientific thinking and writing skills; a strong interest in biological diversity.

## Class Contact

---

Two lectures and a four-hour practical a week, and a major field class.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Ecology & Biodiversity 2 (4900)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject students will have an improved knowledge of the field biology of Australian plants and animals; an advanced understanding of ecological theory, especially at the level of communities and ecosystems; a high level of proficiency in the identification of organisms, particularly vertebrate and invertebrate animals; understanding of the role of biological nomenclature; familiarity with the history of biological diversity in Australia; better developed scientific thinking and writing skills; and a stronger interest in ecological theory and biological diversity.

## Prerequisite

---

Ecology and Biodiversity 1.

## Syllabus

---

Topics covered include organism interactions with the physical environment; life history attributes for growth, reproduction and dispersal especially in vertebrates; concept of a resource and of limiting factors; population dynamics and control; species interactions such as competition and predation; community structure and history of biodiversity in both terrestrial and aquatic habitats. Practical studies in the field and laboratory aim to develop ecological measurement skills as well as techniques for collecting and preserving specimens and the identification of specimens in the laboratory.

## Class Contact

---

Two lectures and a four-hour practical a week; field classes.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Env Classification & Ordination (4901)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students considered to have successfully completed this subject will have knowledge of the decisions that need to be made when designing an ecological field study or an experiment involving the collection of multivariate data; knowledge of the options available to them for multivariate statistical and numerical analyses, and the ability to choose and justify appropriate analysis sequences; practical skills for undertaking those analyses, including the ability to justify the selection of options within a particular kind of environmental analysis the ability to interpret the results of analyses sensibly in the context in which the data were collected and to present them in report format; appropriate attitudes and efficient strategies for extending their abilities to conduct analyses and solve problems within the scope of this subject.

## Syllabus

---

The subject aims to give students a practical overview of multivariate statistical and numerical techniques of wide application in ecological and environmental research and in resource management. Students will be expected to acquire a good working knowledge of at least one of the major techniques covered in the subject and practical skills in the use of computer packages will be developed.

## Prerequisite

---

Biometry.

## Class Contact

---

Two one hour lectures and one three hour practical class a week. Alternatively, the subject may be offered in online or short course format.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Geographic Information Systems (4902)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Geographic information systems (GIS) form the basis of modern spatial data storage, retrieval and analysis. The subject provides students with hands-on experience in the application of various GIS packages and their use in the assessment of earth and biological resources, and in land and environmental management.

## Learning Outcomes

---

On the successful completion of this subject students will be able to use and analyse spatially distributed data; use various GIS software packages; assess earth and biological resources using GIS tools; analyse land and environmental management problems using GIS and remote sensing techniques.

## Prerequisite

---

Data Analysis in Science.

## Class Contact

---

One two-hour lecture and one two-hour computer lab session a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Heritage Interpretation (4903)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The subject deals with the presentation and interpretation of cultural and natural heritage, represented as environments, sites and collections, in both indoor and outdoor contexts. Lectures will take critical approaches to the ideas of heritage and to the interpretation of heritage resources. Site inspections will expose students to contemporary professional practice in the field as well as to the experience of being 'heritage consumers'. Assignments will enable practice in applying the techniques to real situations.

## Class Contact

---

One two-hour lecture, one three-hour site inspection or workshop a week. Students may be asked to visit other sites in their own time.

## Learning Outcomes

---

Upon completion of the subject it is expected that students will be able to apply basic interpretive techniques and the principles of evaluation; present the diversity of cultural heritage information to the community and to visitors at sites, parks, cultural centres and collecting institutions; and, have an understanding of people's perceptions and attitudes to heritage resources.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Indigenous Societies & Adaptation (4904)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered (Also available in: 2007)

## Syllabus

---

The focus of the subject is upon indigenous societies and the processes of adaptation.

## Class Contact

---

Two hours of lectures, two hours of tutorials a week.

## Learning Outcomes

---

Upon completion of the subject it is expected that students will be able to understand the adaptive processes which have shaped indigenous societies in historical and contemporary contexts; analyse debates concerning the forces exerted upon contemporary indigenous societies; and, bring into focus the major issues impacting indigenous societies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Museology (4906)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Two hours of lectures, three hours workshop/site inspection a week.

## Learning Outcomes

---

Upon completion of the subject it is expected that students will be able to understand the nature of museums and their role in conserving and presenting cultural heritage objects; evaluate the standard and condition of collections, and plan for their needs; process the information systems required to manage collections; plan public access to collections through a range of interpretive programs; and, understand the over-all context of museum management.

## Syllabus

---

Museology introduces modern museum theory and practice in two major fields: collections management and public programs.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Practice 1 (4907)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Students may fulfil the requirements of this subject either by undertaking a professional placement or by conducting a research study. If undertaking a professional placement, students will work in a cultural heritage organisation and write a structured report proposed by the heritage organisation. If undertaking a substantial independent research project, the final product should be of publication quality. The subject is designed to complement Professional Practice 2. Internships are at the discretion of host institutions; they are not automatically available.

## Class Contact

---

Individual contact and supervision as scheduled.

## Learning Outcomes

---

Upon completion of the subject, students will be able to undertake professional level work or research; be familiar with the requirements of professionals; and, work under professional supervision or in an independent fashion.

## Prerequisite

---

Permission of lecturer in charge.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Practice 2 (4908)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Individual contact with supervisor.

## Syllabus

---

See 004907 Professional Practice 1. This subject is designed to complement Professional Practice 1.

## Prerequisite

---

Permission of lecturer in charge.

## Learning Outcomes

---

See 004907 Professional Practice 1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Prac in Resource & Env Sci (4909)

---

**Level:** 3      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the conclusion of the subject students should have developed an understanding of the roles played by professionals in their discipline areas, and be able to analyse the organisation in which they were employed; have gained an appreciation of the demands of work in their fields of interest, be able to relate scientific principles to professional work practices; be able to demonstrate the ability to be effective in the workplace.

## Class Contact

---

Eight to twelve weeks full-time (approximately 37.5 hours a week).

Please note that this is a Work Experience in Industry (WEI) unit, and as such, has a zero EFTSL value. That is, students undertaking this unit will not be charged a student contribution amount or consume SLE.

## Prerequisite

---

At least 16 credit points at Level 1 and a least 16 credit points at Level 2 towards a degree in Earth and Land Science or Ecology and Environmental Science. Enrolment is subject to an appropriate placement, approval of a supervisor and then approval of the subject convener. Part-time students in relevant employment are generally excluded from enrolment in the subject, unless a placement provides training extending beyond their background.

## Syllabus

---

The aim of this subject is to provide experience in the workplace in areas that are directly relevant to the major areas of study being undertaken by the student. The subject gives students the opportunity to experience areas in which they may wish to work on completion of their degrees. Such experience should enhance learning in their course and enable better choices of subjects to meet future employment needs. Students will need to maintain a diary, or similar notes, for writing a final report based on their activities, the role of their employment organisation and the relevance of science to their employment.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum

- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Regolith Studies (4912)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will be expected to be able to recognise and describe a range of regolith materials and types, including the various zones in the regolith profile and transported versus in situ regolith materials; understand the relationship between bedrock and regolith and be able to interpret underlying bedrock materials from the in situ weathered products; understand relationships between regolith development and landscape history; be able to map regolith subjects and make three dimensional interpretations of regolith distributions.

## Syllabus

---

This subject will describe the nature, distribution and origin of the uppermost surface layer of the Earth, the regolith. This layer represents the interface between the Earth's crust, the biosphere and hydrosphere, a most important zone for agriculture, biological activity, groundwater and mineral resources. The subject will provide students with and understanding of the processes which control the formation of the regolith and highlight the important relationships between regolith and landform.

## Prerequisite

---

Landscape Processes.

## Class Contact

---

This subject is taught as a 12 day residential short course outside Canberra during the mid-year break.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Science, Environment & Society (4916)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered (Also available in: 2009, 2010)

### Syllabus

---

This subject examines both the methods and nature of scientific inquiry, and the role of science in society. It draws on a wide range of case studies in analysing the way science is used to explore and manage the world around us.

### Learning Outcomes

---

At the end of the subject it is expected that students will be able to apply the knowledge they have developed of the philosophies and methodologies of science to understand how science works; comprehend the two-way interactions of science and society; and continue with developing and applying the skills of critical thinking, interpretation and analysis of data and arguments, oral and written presentation of findings, and team work.

### Class Contact

---

Two one-hour lectures and one two-hour tutorial a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Advocacy & Inclusion (4919)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to demonstrate an understanding of the ways in which 'inclusion' and 'advocacy' have been experienced and defined; demonstrate an understanding of the ways in which particular discourses affect the way in which society responds to those whom it chooses to label, eg as 'different', 'deviant' or 'abnormal' and trace the history and application of the construct of 'the other', and illustrate how power relationships and politics influence categorisation of people and their access to resources.

## Syllabus

---

This is a foundation subject in which students engage in critical reflection and interpersonal processes in a study of the ways in which society responds to diversity, and advocates with groups at risk of being devalued. This subject explores and analyses advocacy models and processes of inclusion. The focus will be relevant to students preparing to teach those with additional learning needs, and students intending to work with diverse groups in the community. Students will be given the opportunity to develop skills in the process of individual and systemic advocacy.

## Class Contact

---

Up to four hours or equivalent a week.

## Unit: Community Education Project (4921)

---

**Level:** 3      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

### Corequisite

---

Concurrent professional practice of 250 hours.

### Prerequisite

---

Successful completion of all first and second year subjects of the Bachelor of Community Education, or permission of the subject convener.

### Syllabus

---

This is the capstone subject of the Bachelor of Community Education in which students undertake a supervised project in a field setting of their choice. Students develop skills in program management including needs analysis, context analysis, project design and evaluation. As informed, reflective practitioners, students are encouraged to develop high standards of ethical and professional practice.

### Class Contact

---

Up to a maximum of six hours a week.

### Learning Outcomes

---

At the end of this subject, students will demonstrate the ability to negotiate and consult with stakeholders; undertake a needs analysis; plan and design an appropriate program using relevant research methods; implement selected strategies; evaluate the process, impact and outcomes of a project; report in an appropriate written and oral form; and critically analyse all aspects of their work.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Ethical and Professional Issues (4922)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject it is expected that students will be able to articulate a reasoned ethical position to fellow students and staff; think creatively about ethical dilemmas; work collaboratively to explore ethical dimensions of the profession; and develop a depth of understanding of ethical issues in relation to professional practice.

## Syllabus

---

This subject is designed to explore both general ethical and professional issues emerging in, and unique to, our era and specific issues associated with different professional practices. The former will be addressed in the lecture/reading/tutorial program, the latter via individually designed learning/assessment contracts. Additionally, the focus will be on personal as well as professional issues. Students will be encouraged to reflect on their own personal ethical commitments, precepts and understanding.

## Class Contact

---

Up to four hours or equivalent a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Methods of Inquiry Community Education (4931)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Practice in Community Educ (4932)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

### Class Contact

---

Up to a maximum of three hours a fortnight over the year.

### Prerequisite

---

Completion of the first two subject in both the Community Education major and a professional major in Community Development, Community Counselling Studies and Health Promotion or permission of the subject convener.

### Learning Outcomes

---

At the end of the subject, students, as developing practitioners, will be able to demonstrate a knowledge of the relevant sector(s) in which they wish to practice; audit and develop their professional skills and knowledge; critically analyse current practice issues; integrate and apply theoretical and practical knowledge; demonstrate appropriate standards of professional behaviour in the field; reflect on their field experience to clarify personal and professional values as a community educator and identify their needs for further professional development; and clarify their professional interests, their final year focus and future directions.

### Syllabus

---

The aim of this subject is to enable students to develop their professional skills by participating in and observing the activities of an organisation(s) in fields of their choice for 20 days or equivalent; or undertaking the placement in their workplace, reporting on current issues or practices and undertaking a new project which applies and extends the knowledge and skills gained in their degree.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Information Systems (4941)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- UCT4 (HIE, Face-to-Face)

### Class Contact

---

Up to five hours a week.

### Syllabus

---

In this subject students will be introduced to information systems as reflections of what people do. Students will learn how to evaluate and effectively use current information technologies and resources. Collaborative ways of using information in a global community will also be considered. Examples of information technology examined will include multimedia and networked systems. Students will also gain an introduction to problem-solving algorithms and their implementations.

### Learning Outcomes

---

On successful completion of this subject students should understand the general nature and purpose of information systems. They should be able to retrieve and use information and information resources effectively; and work in a modern computing environment, accessing information sources in the personal, group, organisational and global community domains.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Project Management (4943)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)

## Learning Outcomes

---

At the successful completion of this subject students will be conversant with the current methods in use to produce information technology based systems on time and within budget. They will be able to prepare the various documents associated with project planning, monitoring and reviewing and with quality assurance. Students will be able to discuss issues associated with project development.

## Syllabus

---

This subject examines the methods and issues in the management of information technology development projects. It is based in national and international standards for project management and quality assurance. Topics include techniques of project scope, work breakdown analysis, task estimating and scheduling, and resource, risk and cost management. The human aspects of project work, teams and communication are addressed as are quality assurance and the construction and improvement of systems to manage project quality, standards. Ethical issues in IT projects are discussed and the technology that supports project and quality management are an integral part of the subject.

## Class Contact

---

Up to four of lectures and tutorials a week.

## Prerequisite

---

Either Information Technology 1 or Foundations of Systems Analysis and Design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Furniture Design (4961)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1A (INFO-SG, Legacy)
- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject consists of a series of lectures dealing with the history of furniture and concentrating on the relationships between Twentieth Century design theory and the fundamental principles of furniture construction. A practical design project will be undertaken where students will be expected to design and build and finished piece of furniture.

## Class Contact

---

Up to four hours a week consisting of lectures/tutorials. This subject may include field trips of up to 2 days.

## Learning Outcomes

---

Students having successfully completed this subject will be able to have a working knowledge of the essential limitations and possibilities of furniture construction in terms of small and large-scale production; use this knowledge to design; recognise the importance of and relationship between furniture and design theory; construct models or full size prototypes of furniture.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design 2.1 (4962)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject develops design skills and methods within a studio-based design program which addresses design, illustration, written and oral presentation of ideas, typography and layout.

## Prerequisite

---

Graphic Design 1.

## Class Contact

---

Up to four hours a week consisting of lectures/tutorials/studio field trips.

## Learning Outcomes

---

Students having successfully completed this subject will be able to use the design methods of graphic design; present graphic design project proposals; analyse, communicate and select appropriate concepts; create an image strategy and devise graphics for a visual identity system; integrate typography and visual images in basic editorial applications.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design 2.2 (4963)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to conceptualise design issues and creatively determine project responses; analyse and critique graphic design examples; apply graphics to 3D design projects; conceive and produce communication solutions using digital media.

## Class Contact

---

Up to five hours a week consisting of lectures/tutorials/studio.

## Syllabus

---

This subject emphasises graphic design as the central creative activity responding to design briefs and criteria. A series of projects of increasing complexity is undertaken which reflects the practice and profession of graphic design, including the application of graphics in three-dimensional and digital projects. The subject will advance skills in conceptualising design issues and graphic design project responses using appropriate techniques.

## Prerequisite

---

Graphic Design 2.1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Business Law (4977)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015, 2016, 2017)

### Class Contact

---

Three hours a week.

### Syllabus

---

This course aims to provide students with a basic founding in law and legal processes in Australia, leading to an examination of the law of contract, agency, negligence, and consumer protection. The examination of basic law and legal processes concentrates on the structure of law, legal reasoning and the use of precedent. It also examines techniques for statutory interpretation, focussing on commercial law and legal issues. Critical aspects of the law of contract, the law of agency, the civil wrong of negligence, consumer protection and the sale of goods including application of the Trade practices Act will form the focus of the course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Design 4.1 (4980)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to demonstrate an understanding of the conceptual and contextual nature of the project; identify and respond to a range of stakeholders; for a real situation, assess future directions as well as resolve current issues; demonstrate an understanding of the implications of their design; communicate ideas in a professional manner.

## Syllabus

---

In this subject students will be required to address a real project at an advanced level of study and presentation.

## Class Contact

---

Five hours a week consisting of lectures/tutorials/studio.

## Prerequisite

---

Landscape Planning 3.2, Community Design 3.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing (498)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- BCS3 (BRISBANE, Face-to-Face)
- UCT4 (IAL, Face-to-Face)
- UCT4 (AIM, Face-to-Face)
- UCT3 (AIM, Face-to-Face)
- S1A (IAL, Legacy)
- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)

## Learning Outcomes

---

On completing this subject students should be able to be capable of analysing marketing environments; design appropriate marketing strategies for specific market segments, and to evaluate strategies and their impact; prepare a basic but effective marketing plan for a small business enterprise/charity/or public sector service.

## Syllabus

---

The aim of this subject is to give students an understanding of and a feel for the role of the marketing manager through an introduction to the basic problems and practices in marketing management. This subject includes such topics as the marketing environment, analysing marketing opportunities, organising of marketing covering product price decisions, channel decisions, physical distribution decisions, communication - promotion, advertising decisions, sales force decisions, and controlling and evaluating marketing programs.

## Prerequisite

---

Macroeconomics 1 and Microeconomics 1 or Economics 1A.

## Class Contact

---

Three to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum



- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law of Business Associations (4993)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- BCS3 (BRISBANE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours a week.

### Prerequisite

---

Introduction to Business Law or Law in Administration G.

### Learning Outcomes

---

This subject aims to give students a comprehensive introduction to most aspects of corporate and securities law. The subject will satisfy the requirements of accounting students seeking admission to professional accounting organisations. In particular, students will acquire a thorough knowledge of statutory and case law relevant to partnerships, corporations and securities; acquire a thorough knowledge of law relating to directors' duties and shareholders' rights, the constitutional structure of the corporation and the conduct of the company general meeting. In addition, students will acquire a thorough knowledge of the law relating to the corporation's external obligations in tort, contract and crime; acquire a thorough knowledge of the law relevant to corporate insolvency and the particular responsibilities of directors in this regard; acquire professional experience in researching, identifying and applying the relevant law in practice, and in legal problem solving.

### Syllabus

---

This subject is designed to familiarise students with the law affecting the main types of commercial associations used for private enterprise. Partnerships and companies are examined, with most attention being given to the latter. The practical and theoretical aspects of the law relating to the internal structure and the external relations of these organisations will be studied.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Revenue Law (4994)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- BCS2 (BRISBANE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)

## Syllabus

---

This subject provides students with a basic knowledge of the income taxation system in Australia. It examines the concepts involved in determining liability for tax of a variety of tax significant entities.

## Prerequisite

---

Introduction to Business Law and Law of Business Associations.

## Learning Outcomes

---

At the end of this course students will be able to explain, both orally and in writing, the specific operation of the tax laws covered and the basic principles underlining these laws; and to undertake analysis of the tax laws and apply the principles and concepts to factual situations to solve basic tax problems.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Special Studies in Nursing (4997)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject the student should be able to demonstrate his/her ability to design a project or program of study with a minimum of direction; demonstrate an ability to understand and report relevant literature; integrate his/her own work with that of others in the nursing field; and produce a competent written report.

## Class Contact

---

Students are required to have regular consultations with their subject supervisor during the semester.

## Syllabus

---

This is an independent study which enables the student to develop in-depth knowledge of a particular area of nursing practice. The student is expected to undertake a project in an area of interest nominated by her/him and approved by the assigned supervisor and subject convenor.

## Prerequisite

---

Nursing 8 or permission of the Head of School.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Issues in Cultural Heritage Management (4998)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Cultural Heritage Management or permission of lecturer.

### Class Contact

---

Two hours of lectures, two hours of tutorials a week.

### Learning Outcomes

---

At the completion of the subject it is expected that students will be able to marshal evidence in many media to develop case studies; argue the cases for and against contentious issues in the heritage field; enter confidently into professional practice with knowledge of recent issues; outline the key elements which shape heritage issues; and, discuss heritage issues within an international perspective.

### Syllabus

---

A seminar subject of readings and discussions on recent heritage issues that have shaped the field either in theory or practice.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Microbiology (4999)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Concepts in Biology and one semester of chemistry.

### Class Contact

---

Three lectures a week plus one 3-hour and one 2-hour practical a week.

### Syllabus

---

This subject introduces students to the microbial world starting with the basic principles and facts of microbiology, microscopy, and biochemistry and continuing through the properties, functions, activities, and applications of micro-organisms. It integrates microbiology, molecular biology, immunology, biotechnology, and infectious diseases with the knowledge of the activities and structures of micro-organisms. Specific examples of microbial interactions in the environment are also studied. Laboratory exercises introduce the student to basic techniques used in the study of micro-organisms and reinforce topics introduced in lecture.

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to pursue advanced study in those areas of microbiology introduced in this subject by acquiring a strong foundation in the basic concepts and principles of the science of microbiology; integrate the science of microbiology with the other areas of knowledge to which they are being exposed; ascertain the relevance of microbiology to their personal experience.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Planning & Processes in Sport (5000)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

One two-hour lecture and one one-hour tutorial a week.

### Learning Outcomes

---

At the end of this subject, it is expected that the student will be familiar with budgetary considerations pertaining to sport-related businesses; familiar with finance management/spreadsheet computer programs by planning a budget utilising Microsoft Excel; able to identify the steps involved in strategic planning for a sporting organisation; able to write a strategic plan; familiar with various forms of information technology pertaining to sport, including electronic mail and the World Wide Web (WWW); identify various leadership and management styles that are used in sporting organisations.

### Syllabus

---

This subject aims to encourage the development of necessary and valuable management skills for sports administrators. Major areas of discussion will include strategic planning, leadership, communication, finance and budgetary consideration, career considerations, risk management, facility management, management functions, and information technology. Students are required to have a student e-mail account as well as have access to either an IBM compatible or Macintosh computer.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Midwifery Practice PG (5002)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the completion of the subject students will be able to apply a midwifery decision-making approach when providing midwifery care to the woman, her baby and her family during the childbearing process; demonstrate the ability to work with other health professionals to bring about desirable health outcomes for childbearing and childrearing families; and assume responsibility and accountability for professional self-development.

## Prerequisite OR Corequisite

---

Midwifery Care; The Birthing Process PG1, Midwifery Care Complications of the Birthing Process PG2.

## Syllabus

---

This year-long subject provides the opportunity for the application of knowledge gained in the subject Midwifery Care The Birthing Process PG1 and Midwifery Care; Complications of the Birthing Process PG2. The subject also provides the opportunity for the attainment of midwifery skills and the ability to function independently and in collaboration with other health care professionals.

## Class Contact

---

800 hours (minimum).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Cultural Heritage Management G (5003)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Two hours of lectures and two hours of workshops a week.

### Learning Outcomes

---

Upon completion of the subject it is expected that students will be able to apply the heritage planning process to places, landscapes and collections; examine and express the significance of both the intangible and tangible components of Australia's heritage; and, critically evaluate the values of Australian society as they relate to its heritage.

### Syllabus

---

This subject requires a critical assessment of theory and practice of Cultural Heritage Management in Australia. Students will consider the specific Australian experience and issues including the history of preservation, conservation and management. This includes an understanding of law, organisations and programs; ideology, ethics and responsibility as they relate to Cultural Heritage Management; and, the range of purposes, objectives, theory and techniques of management particular to museums, heritage sites, significant areas and towns.

© 2004-2019 University of Canberra

## Unit: Heritage Interpretation PG (5004)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered (Also available in: 2005)

## Syllabus

---

The subject deals with the presentation and interpretation of cultural and natural heritage, represented as environments, sites and collections, in both indoor and outdoor contexts. Lectures and seminars will take critical approaches to the ideas of heritage and to the interpretation of heritage resources. Site inspections will expose students to contemporary professional practice in the field as well as to the experience of being 'heritage consumers'. Assignments will enable practice in applying the techniques to real situations.

## Learning Outcomes

---

Upon completion of the subject it is expected that students will be able to apply basic interpretive techniques and the principles of evaluation; present the diversity of cultural heritage information to the community and to visitors at sites, parks, cultural centres and collecting institutions; and, have an understanding of people's perceptions and attitudes to heritage resources.

## Class Contact

---

One two-hour lecture, one one-hour seminar, one three-hour site inspection or workshop a week. Students may be asked to visit other sites in their own time.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Museology G (5006)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

Museology G introduces modern museum theory and practice in two major fields collections management and public programs.

## Class Contact

---

Two hours lectures; one hour tutorial; three hours workshop/site inspection a week.

## Learning Outcomes

---

Upon completion of the subject it is expected that students will be able to understand the nature of museums and their role in conserving and presenting cultural heritage objects; evaluate the standard and condition of collections, and plan for their needs; process the information systems required to manage collections; plan public access to collections through a range of interpretive programs; and, understand the over-all context of museum management.



## Unit: Issues in Cultural Heritage Mgt PG (5007)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Cultural Heritage Management or Conservation of Cultural Materials streams of study or permission of lecturer.

### Class Contact

---

Two hours of lectures, two hours of tutorials a week.

### Learning Outcomes

---

At the completion of the subject it is expected that students will be able to marshal evidence in many media to develop case studies; argue the cases for and against contentious issues in the heritage field; enter confidently into professional practice with knowledge of recent issues; outline the key elements which shape heritage issues; and, discuss heritage issues within an international perspective.

### Syllabus

---

A seminar subject of readings and discussions on recent heritage issues that have shaped the field either in theory or practice.

## Unit: Preventive Conservation PG (5008)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

The subject studies in depth the various factors which cause deterioration of cultural material including light, temperature, relative humidity, air pollution and insect and mould attack. The properties of these agents will be discussed followed by methods of control. This knowledge will then be applied to the design of storage, transport and display subjects for objects. Special consideration will be given to preplanning for a disaster such as fire, floods, or earthquakes, and the emergency procedures to be carried out following such a disaster.

## Class Contact

---

One two-hour lecture, a one-hour tutorial, a two-hour practical class a week.

## Prerequisite

---

Graduate entry.

## Unit: Professional Practice in CHM PG (5009)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject is designed to maximise the aims of the CHM specialisation through a work placement. Students undertake an internship in a museum or other heritage organisation one day per week for twelve weeks. Assessment is based one third on the report of the work-based supervisor regarding the student's professional comportment and knowledge, one third on an oral presentation and one third on a piece of structured research or other product of a specific task carried out during the internship. Internships are at the discretion of host institutions; they are not automatically available.

## Class Contact

---

Minimum 12 days internship; consultations with University supervisor throughout semester.

## Learning Outcomes

---

Upon completion of the subject, students will be able to undertake professional level work or research; be familiar with the requirements of professionals, and work under professional supervision or in an independent fashion.

## Prerequisite

---

Permission of lecturer in charge is essential.

## Unit: Master of Education Thesis Type 1 PT (500)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Syllabus

---

An applicant for the Master of Education course may be permitted to proceed by thesis, alone following consideration of his/her thesis proposal by the Master of Education Committee. Normally it is expected that applicants for the MEd. thesis possess a first degree at honours level, or equivalent, in addition to meeting the entry requirements applying to the more usual course work of Master of Education. The Thesis (Type 1) shall comprise advanced study and research embodying an original investigation of a topic falling within one of the fields of study in education. Each student will conduct research over a period of no less than four semesters under a supervisor appointed on the advice of the Master of Education Committee and confirmed by the Divisional Board.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Concepts of Human Learning & Development (5011)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to a maximum of four hours a week.

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to demonstrate awareness of the multiple perspectives and interconnectedness of learning and development across the life span; identify historical, cultural and personal contexts and experiences related to human learning and development; and demonstrate use of appropriate information gathering and interpersonal/group communications skills.

### Syllabus

---

In this subject, students will use personal reflection, oral and written communication skills and information technology to explore a range of perspectives on the nature of human learning and development. Students will be challenged to probe their own beliefs about human learning and development.

## Unit: Enriching the Mathematics Curriculum PG (5018)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Syllabus

---

This subject promotes a rich mathematical environment in the classroom by extending teachers' knowledge areas of mathematics such as number theory, geometry, counting techniques and algebraic proof. Best practice methodology, including the development of mathematical ideas through relevant investigations and problems suitable for use with school students, will be exemplified. Current curriculum resources and texts will be critically evaluated.

### Class Contact

---

Four hours a week for one semester or equivalent.

### Learning Outcomes

---

It is expected that participants will gain an enriched understanding of areas of mathematics suitable for the education of talented primary and secondary students; an increased awareness of the links between different areas of mathematics; proficiency at independent investigation and problem-solving in mathematics together with strategies for developing these attributes in children; an ability to plan and implement a coherent subject of work suitable for talented primary and secondary mathematics students.

### Prerequisite

---

Admission into a course in Enrichment Mathematics leading to the award of a Graduate Certificate in Education, and appropriate teaching qualifications plus relevant professional experience. As the subject extends teachers' mathematical knowledge it is expected that participants will have a background in tertiary mathematics, either as part of a first degree or a BEd program.

## Unit: Enriching Mathematics Learning PG (5019)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Class Contact

---

Four hours a week for one semester or equivalent.

### Learning Outcomes

---

It is expected that participants will gain knowledge of a range of characteristics which identify talented mathematics students; knowledge of a range of pedagogical and organisational models that can be used to enrich the mathematical education of talented students; ability to enhance student qualities such as mathematical rigour, mathematical communication, a capacity to make links, an awareness of the coherence of mathematical ideas and proficiency at independent investigation and problem-solving.

### Prerequisite

---

Admission into a course in Enrichment Mathematics leading to the award of a Graduate Certificate in Education, and appropriate teaching qualifications plus relevant professional experience.

### Syllabus

---

The subject will examine characteristics of talented mathematics students; identification of talented mathematics students; pedagogical models that will enhance teachers' capacity to develop the mathematical understanding of talented students; appropriate curriculum models for enriching mathematics education.

## Unit: Enrichment Maths Research Project A PG (5021)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

### Learning Outcomes

---

It is expected that participants will gain; increased capacity to critically reflect upon their own classroom practice particularly as it influences the mathematics education of talented primary and secondary students; ability to design and conduct a research project focusing upon the mathematics education of talented primary and secondary students; ability to analyse and interpret data gathered in a classroom-based research project; ability to write a scholarly report or journal article based on a classroom research project.

### Prerequisite

---

Admission into a course in Enrichment Mathematics leading to the award of a Graduate Certificate in Education, and appropriate teaching qualifications plus relevant professional experience.

### Class Contact

---

External study.

### Syllabus

---

This subject involves individual research in the area of enrichment mathematics pursued as a special project under the guidance of a supervisor. The project may have, as its focus, research into issues associated with the education of talented mathematics students based on classroom observation or the development and trailing of a curriculum subject in enrichment mathematics.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Truth, Belief & Science (5023)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A student will be expected to be able to assess critically the reliability of information from various sources; to recognise popular "urban legends" as such; and to assess problems of scientific truth in contemporary popular culture.

## Syllabus

---

This subject examines questions like How do we assess the reliability of knowledge? Why should we believe science? Just what is science, and how does it develop? How is scientific truth established? The origins of science are examined, and contrasted with mythological explanations of phenomena. "Paranormal" and fringe areas are contrasted with the scientific mainstream.

## Prerequisite

---

Successful completion of the first year of any University course, or approval of Head of School.

## Class Contact

---

Two hours lectures, plus two hours tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: The World of Chance (5024)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A student will be expected to be able to assess critically the statistical content of articles and other presentations in the media, and to understand and appreciate the judicious use of statistics in their own field of study.

## Class Contact

---

Two hours of lectures and up to two hours of tutorial/workshop a week.

## Syllabus

---

In this subject real-life applications of probability and statistics will be the focus. Topics may include clinical trials for assessing risk; statistics in law, including DNA fingerprinting and the use of expert witnesses; the role of statistics in the study of the AIDS epidemic; the reliability of opinion polls; the stock market and random walks; lotteries and other gambling issues; representation of numbers in pictorial or graphical form; statistics in parapsychology including the testing of extra-sensory perception. Concepts in probability and statistics will be developed only to the extent necessary to understand the applications and assess the presentation of them.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Public Administration Research (5028)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This advanced research subject exposes participants to major research methods and techniques in public administration. It also enables students to reflect on contemporary practice in public administration and to explore new theoretical perspectives. These activities lead to the development of the participants' formal dissertation proposals.

## Prerequisite

---

Course entry to the Professional Doctorate in Public Administration.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

On completing the subject, participants will have acquired a knowledge of a range of appropriate research methods; will be familiar with electronic data sources; will have acquired a knowledge of a range of theoretical perspectives and their relation to practice; will have developed the methodological and theoretical capacity to undertake a major piece of public sector management research at the doctoral level.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Special Studies in Professional Practice M (5029)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Permission of the Head of School.

### Syllabus

---

Will be designed to meet the specific needs of the client. This subject builds on students' previous professional or educational experiences in order to explore an area of professional practice that is of particular relevance to their current or prospective work environments.

### Class Contact

---

Three hours a week, or equivalent.

### Learning Outcomes

---

On completing this subject, students will have developed a solid understanding of relevant theory; a thorough knowledge of related practices and techniques; and experience in applying practices and techniques in a specific professional setting.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Multivariate Calculus (5031)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Prerequisite

---

Mathematics 1/2.

### Syllabus

---

This subject develops the multivariable calculus introduced in Mathematics 1 and 2. Topics include vector calculus; line, surface and volume integrals; green, gauss and strokes theorem; complex functions; cauchy formula; residues and contour integrals.

### Class Contact

---

Two hours of lectures and one hour of tutorial a week.

### Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered, and use this understanding to analyse problems arising in applications.

© 2004-2019 University of Canberra

## Unit: Numerical Analysis (5032)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Corequisite

---

This subject is available only as one of a pair of 2 credit point subjects as specified in relevant approved majors and minors.

### Prerequisite

---

Mathematics 1/2.

### Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered, and use this understanding to apply the computer techniques to practical problems in engineering and in physics; assess the reliability of their solutions. Students will be expected to understand the principles underlying a range of numerical algorithms, and to be able to design and use computer programs implementing these algorithms, to solve practical problems in engineering, physics and finance.

### Syllabus

---

This subject studies algorithms and computer techniques for solving mathematical problems. Topics covered include solution of non-linear equations and systems, optimisation, interpolation and approximation, numerical integration, solution of differential equations, Fourier series and the Fast Fourier Transform.

### Class Contact

---

Two hours of lectures and one hour of tutorial a week.

© 2004-2019 University of Canberra



## Unit: Interior Design 1 (5033)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will be able to undertake detailed spatial explorations, planning analyses and evaluations; prepare construction specifications; undertake project design and development, including budget control; prepare contract documentation, prepare schedules for management of the interior construction and installation process.

## Class Contact

---

Five hours a week of design studio/lectures/seminars/field work.

## Prerequisite

---

Advanced Diploma in Interior Design (Canberra Institute Technology articulated equivalent, or approval) or completion of Year 2 of the Architecture course at University of Canberra.

## Syllabus

---

This subject develops design skills of problem/design development, generation and evaluation of design solutions for complex and or repetitive spaces and places. Using case studies this subject will explore unity and diversity in design in repetitive design environments, for example office fit-out and recycling designs.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Interior Design 2 (5034)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1A (INFO-SG, Legacy)
- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Five hours a week of design studio/lectures/seminars/field work.

## Syllabus

---

This subject develops integrative design skills through their application in specific cultural contexts. Using case studies this subject will explore interior design possibilities for special places, spaces and events, for example temporary or special environments for exhibitions, theatres etc.

## Corequisite

---

## Learning Outcomes

---

On successful completion of this subject students will be able to demonstrate their ability to design, document and present interior design projects to a professional standard; demonstrate their abilities to carry out research for design solutions; synthesise knowledge from all areas of study undertaken during the three year program demonstrating solutions in different cultural contexts.

## Prerequisite

---

Interior Design (Canberra Institute Technology articulated equivalent, or approval) or completion of Year 2 of the Architecture course at University of Canberra.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Designing Sustainable Development G (5035)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Learning Outcomes

---

Participants understand principles and practice of sustainable development and their application in an urban setting; understand the significance of sustainability in urban systems; recognise the tensions between sustainable development and the operation of markets; and understand the role of urban design in sustainable development.

### Syllabus

---

This subject introduces principles of sustainable development, encompassing economic, social and environmental outcomes. It addressed sustainable urban outcomes and the use of indicators to quantify them. The application of sustainable development principles to urban development and to key urban systems - transport, water supply, sewerage and waste water treatment, solid waste disposal, energy systems and air quality - are examined. Principles of urban design are introduced. The economic value of quality and sustainability in the urban environment are examined. Poverty and the role of the informal sector in sustainable development are addressed.

### Class Contact

---

36 hours in intensive mode or equivalent.

© 2004-2019 University of Canberra

## Unit: Urban Politics & Governance G (5038)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject addresses the interaction of the roles of the public and private sectors and communities in urban management, in developed and less developed countries. Political frameworks, government institutions and structures, private sector and community roles and participation, decentralisation and the application of the subsidiarity principle will be addressed. Transparency of public decision-making, accountability and probity are examined. The links with strategic urban planning, sustainable development principles and the processes for coordination in decision-making in significant areas of investment such as infrastructure are addressed.

### Learning Outcomes

---

Participants understand the nature of systems of governance and the changing roles of the public and private sectors and the community; are able to identify and analyse conflicts between public and private objectives in governance; and evaluate the appropriate roles of different levels of government, of the community and of the private sector in urban management.

### Class Contact

---

36 hours in intensive mode or equivalent.

© 2004-2019 University of Canberra

## Unit: Financial Management & Investment Eval M (5041)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Prerequisite

---

### Class Contact

---

36 hours in intensive mode or equivalent.

### Syllabus

---

This subject addresses financial management principles in government and the private sector, and techniques to assist management decision-making on urban investments. Tools to aid investment decision-making are taught and their use illustrated by case studies. Both commercial and economic analysis of investments are examined, and procedures for incorporating and valuing externalities in investment analysis taught. Financing techniques for sustainable development are examined. Procedures for identifying and financing community service obligations are examined and their application in developed and less developed countries considered.

### Learning Outcomes

---

Participants understand the objectives of public and private sector participants in urban development; are able to evaluate when private investment is preferable to public investment and vice versa; are able to use key analytical procedures to assist effective decision-making on investments in urban development; and are able to identify and address community service obligations.

## Unit: Financing Urban Development M (5042)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

36 hours in intensive mode or equivalent.

### Learning Outcomes

---

Participants understand the constraints on government decision-making arising from international financial markets, as well as the sourcing of funds for both public and private investment and are able to apply this knowledge to analysis of the respective roles and responsibilities of governments, the private sector and communities in managing and funding urban development.

### Prerequisite

---

### Syllabus

---

This subject overviews international financial markets and sources of public and private finance, particularly in terms of their impact on government decision-making. The role of specialist financing agencies providing aid to developing countries and their focus on urban development are addressed. The demand for funds for investment in future urban development in rapidly developing cities, its potential sources, and the implications of this for urban management are explored. Poverty, and the role of communities in financing development, including the roles of micro-finance and micro-enterprise development, are studied.



## Unit: Managing Urban Systems M (5043)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

Participants understand the principles and procedures underlying successful public-private sector relationships in the management of sustainable urban systems; are able to define system outcomes, and analyse contractual arrangements between governments and the private sector for the delivery of systems and services; and are able to establish coordinating frameworks for urban systems development and infrastructure investment.

## Class Contact

---

36 hours in intensive mode or equivalent.

## Syllabus

---

This subject takes a sectoral approach to the management of urban systems, addressing land development, housing, water supply, sewerage and waste-water management, drainage, transport, energy, communications, commercial development, health and education. It examines community, government and private sector participation in these systems. Contracting out, corporatising and privatisation are examined within economic, legal and strategic planning frameworks. Case studies are used to illustrate best practice and the risks of poor management of the public/private sector interface. Procedures and techniques for achieving coordinated investment in urban development are addressed.

## Prerequisite

---

## Unit: Strategic Planning in Urban Management M (5046)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

36 hours in intensive mode or equivalent.

### Learning Outcomes

---

Participants understand the role and function of strategic urban planning, including the complexity of determining and agreeing community goals and aspirations; understand the tensions in multi-objective decision-making and in the management of trade-offs; and are able to apply strategic planning processes in an urban setting and understand a range of implementation procedures.

### Syllabus

---

This subject introduces principles of strategic planning and decision-making in situations involving multiple objectives in the public realm. Processes and techniques for identifying and establishing community aspirations and priorities, and evaluating trade-offs, especially in the context of rapid growth and high demand for housing and infrastructure are analysed. Environmental, economic and social frameworks for developing and evaluating plans are assessed as are procedures for achieving community and political support for strategic plans. Methods for implementing strategic plans are examined. Australian and international case studies are evaluated.

### Prerequisite

---

## Unit: Analytical Techniques M (5049)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Chemistry 1B.

## Syllabus

---

This subject introduces and develops the basic principles of analytical chemistry as a systematic process that includes sampling, sample treatment, analysis, evaluation and reporting of the results. Topics covered are the nature of analytical chemistry, treatment of data, volumetric analyses, mass spectrometry, absorption and emission spectrophotometry, potentiometry, chromatography and electron microscopy.

## Class Contact

---

One two-hour lecture and one three-hour laboratory a week.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to work to the standards of good laboratory practice both individually and in cooperation with others and select an appropriate analytical method for a particular analysis, recognise and deal with interferences, calibrate and operate the analytical instrument, evaluate the data obtained and report on the results.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Differential Equations (5056)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Two hours of lectures and one hour of tutorial a week.

## Corequisite

---

This subject is available only as one of a pair of 2 credit point subjects as specified in relevant approved majors and minors.

## Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered, and use this understanding to model and analyse real-world situations by differential equations techniques.

## Syllabus

---

The subject continues the development of differential equations from Mathematics 1/2. First order differential equations, second order linear differential equations, Laplace transforms, systems of linear differential equations, autonomous systems and stability.

## Prerequisite

---

Mathematics 1/2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Engineering Statistics (5057)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** Not offered (Also available in: 2007)

### Corequisite

---

Mathematics 1. This subject is available only as one of a pair of 2 credit point subjects as specified in relevant approved majors and minors.

### Learning Outcomes

---

A student will be expected to understand the nature and consequences of natural variability in data; model processes driven by probabilistic laws; estimate and test parameters in simple situations; model data by fitting straight lines.

### Syllabus

---

The focus of this subject is the application of statistics and probability in Engineering. Topics include numerical measures of data; probability theory; random variable; expectation; Binomial, Poisson, Erlang, Exponential and Normal distributions; central limit theorem; random processes; correlation and regression.

### Class Contact

---

Two hours of lectures and one hour of tutorial or laboratory work a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Linear Algebra (5058)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered, and use this understanding to analyse and extract information from linear models of real-world situations.

## Class Contact

---

Two hours of lectures and one hour of tutorial a week.

## Syllabus

---

This subject continues the development of linear algebra from Mathematics 1/2. Topics included are LU decomposition, iterative methods for the solution of systems of linear equations, norms and conditioning for linear systems, inner product spaces, orthogonal projection, least-squares approximation, change of basis, diagonalisation, rotation of axes, singular value decomposition.

## Corequisite

---

This subject is available only as one of a pair of 2 credit point subjects as specified in relevant approved majors and minors.

## Prerequisite

---

Mathematics 1/2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Social Context of the Curriculum G (5076)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject focuses on the way in which the Australian school curriculum is influenced by the social context of Australian society. The content and approach of the subject are designed to challenge students to develop sound understandings of the structure and pluralistic nature of Australian society and the implications for education of the changing nature of knowledge. This subject also considers the changing nature of teachers' work. A brief historical overview of education provides the framework within which the impact of social variables and concepts are analysed, such as social structure, organisation, and change.

## Learning Outcomes

---

At the conclusion of this subject students will understand and be able to discuss the impact on the curriculum of gender, social class, ethnicity and culture; the unresolved tensions in society such as tensions between global and local interests; individual and institutional interests; liberal and vocational interests; competition and co-operation in society; issues of justice and equity in Australian Schools.

## Class Contact

---

Up to four hour or equivalent a week.

## Prerequisite

---

Successful completion of Year 3 course or permission of course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Education Foundations G. (5077)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of the subject the students will understand the importance of understanding the relation between human development and the development of educational theory, with special reference to adolescent development; the assumptions which underlie the various perspectives of education and their associated theories of learning; the issues involved in teaching as a profession as they apply to secondary teachers.

## Prerequisite

---

Course entry.

## Class Contact

---

Up to four hours or equivalent class contact a week.

## Syllabus

---

This subject is the introductory core subject to the course. It will introduce students to perspectives and purposes of education. This will include a consideration of these perspectives and purposes in relation to the cultural, social, physical and cognitive development of children and adolescents. In particular, an emphasis will be placed on a critical analysis of how the perspectives on education and human development influence learning and teaching in contemporary Australia. Through observation in an educational setting, students will have the opportunity to relate the content of the subject to classroom practice.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Information Technology & Education G (5078)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

### Syllabus

---

See subject 004778 Information Technology & Education. Tutorials will focus on the particular needs of young adolescents.

### Class Contact

---

Up to four hours or equivalent a week.

### Learning Outcomes

---

See subject 004778 Information Technology & Education.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Promoting Positive Learning Environments G (5079)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject explores the sociology, biology, and psychology of families, community and society as they relate to appropriate and inappropriate classroom behaviour, establishing links between school and home, and developing classroom and school behaviour management policies. Students will examine a range of traditional theories and techniques, including cross-age tutoring, patterning positive classroom interactions, playground peer mediators (conflict resolution), working with parents, and managing attention-deficit hyperactivity disorder and school refusal. Students will also examine special programs for managing more severe classroom problems, and the case management of classroom behaviour problems.

### Learning Outcomes

---

On completion of this subject students will be able to formulate a personal approach to promoting positive learning environments in their classroom, that is, a sound theoretical foundation, and techniques that fit this theory; case management of classroom behaviour problems with a focus on dealing with adolescents.

### Class Contact

---

Up to four hours or equivalent a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Secondary Teaching Studies 1G (5080)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

A bachelor degree or the equivalent, with major(s) or the equivalent(s), in chosen disciplines/areas of teaching appropriate to a secondary school (years 7-12) and permission of the subject convener.

### Corequisite

---

Promoting Positive Learning Environments G, and Professional Experience G1.

### Syllabus

---

this subject is for students intending to teach secondary (high-school) subjects especially at the years 7-10 level. Workshop seminars provide bases for decisions in selecting and planning classroom learning experiences. Principles and criteria for such decisions will be discussed and tested. Topics include the nature of the subject area and its educative value, the place of the subject in a (high) school curriculum, resources for learning, methods and techniques of teaching, assessment and feedback, and instructional design. Recent curriculum policies and their implication for classroom planning and assessment will be investigated. Assessment for the subject includes consideration of in-school and other fieldwork assignments, active participation in workshop-seminar activities, a curriculum materials evaluation project and evidence of reading in the subject discipline and its place in school contexts.

### Class Contact

---

Thirty two hours for the semester. In addition to eight weeks of on-campus work there is a minimum of five weeks of continuous teaching practice in week-long blocks of time in schools.

### Learning Outcomes

---

At the conclusion of this subject students will be able to select, use, assess and evaluate their choice and use of learning experiences and instructional materials appropriate to their teaching of a nominated subject/discipline (years 7-10).

### Unit Level Key:

---

- 1 - Offered in *first* year of course curriculum

- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Responding to Individual Needs in Ed G (5081)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Through a combination of lectures, workshops and practical activities this subject provides students with the knowledge and skills to teach students with specific learning needs in regular classrooms.

## Class Contact

---

Up to four hours or equivalent a week.

## Learning Outcomes

---

On completion of this subject students will be able to demonstrate a knowledge of the range of individual differences in learning and ability of students in today's classrooms; demonstrate a knowledge of the characteristics of students with learning difficulties; evaluate strategies for identifying, assessing and teaching students with learning difficulties; and access the range of support services for such students.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Secondary Teaching Studies 2G (5083)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Secondary Teaching Studies 1G, Professional Experience G1 *and* permission of the subject convener.

### Class Contact

---

Up to four hours or equivalent class contact a week.

### Learning Outcomes

---

At the conclusion of this subject Students will be able to select, use, assess and evaluate their choice and use of learning experiences and instructional material appropriate to their teaching of a nominated subject/discipline (years 11-12).

### Corequisite

---

Diversity in Educational Settings G, and Professional Experience G2.

### Syllabus

---

This subject is for students intending to teach a high school/secondary college (years 11 and 12) subject. Workshop seminars provide bases for decisions in selecting and planning classroom learning experiences. Principles and criteria for such decisions will be discussed and tested. Topics include the nature of the subject area and its educative value, the place of the subject in the secondary school curriculum, resources for learning, methods and techniques of teaching, assessment and feedback, and instructional design. There will be a particular emphasis on assessment procedures in the senior secondary school and the debates, both past and present, surrounding the nature of discipline/subject knowledge, and the kind of knowledge presented in schools will be investigated and discussed.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Mathematical Methods G3 (5087)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Statistics G3 (5088)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A student will be expected to be able to determine the information that is required to produce an efficient design for a statistical investigation; construct an efficient design for a statistical investigation in such a way that an investigator would be clear about the procedure to be followed; design a questionnaire which is satisfactory for the intended purpose.

## Prerequisite

---

Applied Statistics G2 or Econometrics G or similar approved subject.

## Syllabus

---

The two most commonly used methods for collecting data are experiments and surveys. This subject deals with the design of experiments, considering such topics as randomisation, replication, control of error, the power of tests and determination of sample size. The second half of the subject deals with the design of surveys of the type often carried out by governments and private organisations, dealing with such topics as methods of sampling and questionnaire design. Some consideration is given to techniques of analysis, but the emphasis is on design.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Statistics G5 (5089)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A student will be expected to be able to understand the nature and properties of multivariate data, and to use this understanding to choose the appropriate statistical analysis, for a given data set, from a wide range of multivariate methods; use a statistical computer package to carry out chosen analyses and interpret the results with understanding; present the results of analyses in a form which is suitable for publication.

## Prerequisite

---

Applied Statistics G4 or a similar, approved subject.

## Syllabus

---

This subject deals with methods of analysing multivariate data. The theoretical background to analyses will be presented and statistical packages such as SAS and SPSS will be used. Topics may include matrices and matrix algebra; the multinormal distribution; estimation and hypothesis testing for one and two samples; principal components analysis; discriminant analysis; multidimensional scaling; factor analysis.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Applied Statistics G2 (5090)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A student will be expected to be able to choose the appropriate statistical analysis, for a given data set, from a range of standard methods; use a statistical computer package to carry out chosen analyses; detect and allow for violations of the assumptions on which analyses are based; present the result of analyses in a form which is suitable for publication.

## Prerequisite

---

Applied Statistics G1 or a similar subject.

## Syllabus

---

This subject builds on the foundations laid in a student's first statistics subject and deals with more advanced statistical techniques used in the social, technological and biological sciences. The emphasis is on practice rather than theory and statistical computer packages such as SAS or SPSS are used in analyses. Topics include a revision of statistical inference; the analysis of categorical data using chi-square; goodness-of-fit tests experimental design models; simple regression. Alternative procedures based on non-parametric methods are introduced.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Statistics G4 (5091)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Methods of analysis based on the linear model will be considered. Emphasis will be placed on the practical aspects of analysing large data sets, using statistical packages such as SAS and SPSS. Ordinary least-squares estimation will be reviewed and generalised linear modelling will be introduced. Various applications will be considered, such as the analysis of non-orthogonal experiment design data, log-linear modelling and logistic regression. Students will therefore be exposed to a range of linear modelling techniques for both continuous and discrete response variables.

## Prerequisite

---

Applied Statistics G2, Applied Statistics G3 or a similar, approved subject.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Learning Outcomes

---

A student will be expected to be able to understand the principles of linear modelling in data analysis; choose the appropriate statistical analysis, for a given data set, from a wide range of methods based on the linear model; use a statistical computer package to carry out chosen analyses and interpret the results with understanding; present the results of analyses in a form which is suitable for publication.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Econometrics G (5092)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject deals with econometric methods and time series models and their application to problems in economics, finance and business. The emphasis is on the practical issues concerned with specifying, estimating and testing dynamic models using a computer package such as SAS or Shazam. Topics include estimation and the properties of estimators; model selection in simple and multiple linear regression; multi-collinearity; heteroscedasticity; serial correlation; models which include lagged variables.

## Class Contact

---

Three hours of lectures and one one-hour tutorial a week.

## Prerequisite

---

Applied Statistics G1 or a similar approved subject.

## Learning Outcomes

---

A student will be expected to be able to specify, estimate and test a simple dynamic model for economic data, using a statistical computer package; choose and apply a technique for forecasting an economic variable; understand the econometric content of published material.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience G1 - Secondary (5093)

---

**Level:** G      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

One hour a week plus 25 days in schools. Professional experience may be scheduled during class free time.

### Syllabus

---

In this subject it is an expectation that the Preservice Teacher will be immersed in the teacher role. Through collaboration with the Mentoring Teacher, the Preservice Teacher should be encouraged to gradually take on more of the decision-making role. The focus of the professional experience is to grow as a responsible teacher. Planning will be highlighted, student interaction and classroom management emphasised.

### Corequisite

---

### Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, a minimum of three classes/lines for the final two weeks; commenced using techniques to assess and record student outcomes; demonstrated a growing understanding of a variety of teaching strategies, including resource utilisation, that is appropriate for student learning; demonstrated a growing understanding of how to cater for individual differences within the class in terms of teaching approaches and learning materials; explored in practice a range of classroom management strategies in the context of a supportive classroom environment; demonstrated a developing understanding of professional conduct and responsibility; and critically reflected on personal performance and adapted teaching practice in the light of this reflection.

### Prerequisite

---

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience G2 - Secondary (5094)

---

**Level:** G      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, a minimum of five classes/lines for a period of three weeks; demonstrated an understanding of the pedagogy specific to the discipline area; designed and implemented teaching programs geared toward motivating and engaging each individual student; liaised with teaching and support staff in order to foster appropriate learning opportunities for individual students within the context of the whole class; utilised their developing repertoire of assessment techniques to provide feedback on individual student performance; demonstrated appropriate professional conduct and attitudes to all aspects of the teacher role; and recorded critical self-reflections of personal performance and adapted teaching practice in light of this reflection, consultation with Mentoring Teachers, peers and professional reading.

## Syllabus

---

This subject is based on an integrated conception of knowledge, skills and attitudes developed over the preceding semesters in curriculum, pedagogy and professional experience. The experience provides a continuous and intensive period where a realistic and comprehensive understanding of the complexity of teaching and the teaching profession can be experienced. The subject aims to promote teaching as a professional activity. It is expected they will demonstrate the qualities of a Beginning Teacher.

## Corequisite

---

## Prerequisite

---

25 days professional experience.

## Class Contact

---

One hour a week plus 25 days in schools. Professional experience may be scheduled during class free time.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum



- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 2 - Secondary (5099)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Corequisite

---

Enrolment is at least one coursework subject in Master of Education Counselling or permission of course convener.

### Syllabus

---

This subject involves the student in the practice of counselling skills under the supervision of an experienced school counsellor. Students must practice in both a primary and secondary school.

### Prerequisite

---

Enrolment in Master of Education Counselling and completion of Professional Field Experience 1M or permission of course convener.

### Class Contact

---

Fourteen days of supervised field work.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 3 - Secondary (5100)

---

**Level:** 4      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject involves the student in the practice of counselling skills under the supervision of an experienced school counsellor. Students must practice in both a primary and secondary school.

## Prerequisite

---

Enrolment in Master of Education Counselling and completion of Professional Field Experience 1M or permission of course convener.

## Class Contact

---

Fourteen days of supervised field work.

## Corequisite

---

Enrolment is at least one coursework subject in Master of Education Counselling or permission of course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 4 - Secondary (5101)

---

**Level:** 4      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Enrolment in Master of Education Counselling and completion of Professional Field Experience 1M or permission of course convener.

### Class Contact

---

Fourteen days of supervised field work.

### Corequisite

---

Enrolment is at least one coursework subject in Master of Education Counselling or permission of course convener.

### Syllabus

---

This subject involves the student in the practice of counselling skills under the supervision of an experienced school counsellor. Students must practice in both a primary and secondary school.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience:Overview: CIT (5102)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience:Infants: CIT (5103)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience:Toddlers: CIT (5104)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience:Preschool: CIT (5105)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Child Health & Movement Education: CIT (5106)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Health Practices in Early Childhood: CIT (5107)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Human Dev Early Childhood Pedagogy1: CIT (5108)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Intro to Early Childhood Teaching: CIT (5109)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Admin & Issues in Early Childhood: CIT (5110)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Arts in Early Childhood: CIT (5111)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Early Childhood Curriculum Studies: CIT (5112)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Human Dev Early Childhood Pedagogy2: CIT (5113)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.



## **Unit: Human Dev Early Childhood Pedagogy3: CIT (5114)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Professional Experience 2 - Secondary GE (5117)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

20 days professional experience.

### Syllabus

---

In this subject it is an expectation that the Preservice Teacher will increase his/her exposure to, and time spent in the teacher role. While collaboration with the Mentoring Teacher is continued, the Preservice Teacher should be encouraged to gradually take on more of the decision-making role. The focus of the professional experience is to grow as a responsible teacher in the classroom, school and wider community context. Planning will be highlighted, student interaction and classroom management emphasised.

### Class Contact

---

One hour a week plus 25 days in schools. Professional experience may be scheduled during class free time.

### Corequisite

---

### Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, a minimum of three classes/lines for the final two weeks; commenced using techniques to assess and record student outcomes; demonstrated a growing understanding of a variety of teaching strategies, including resource utilisation, that is appropriate for student learning; demonstrated a growing understanding of how to cater for individual differences within the class in terms of teaching approaches and learning materials; explored in practice a range of classroom management strategies in the context of a supportive classroom environment; demonstrated a developing understanding of professional conduct and responsibility; and critically reflected on personal performance and adapted teaching practice in the light of this reflection.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 3 - Secondary GE (5118)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Corequisite

---

### Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, a minimum of five classes/lines for a period of three weeks; demonstrated an understanding of the pedagogy specific to the discipline area; designed and implemented teaching programs geared toward motivating and engaging each individual student; liaised with teaching and support staff in order to foster appropriate learning opportunities for individual students within the context of the whole class; utilised their developing repertoire of assessment techniques to provide feedback on individual student performance; demonstrated appropriate professional conduct and attitudes to all aspects of the teacher role; and recorded critical self-reflections of personal performance and adapted teaching practice in light of this reflection, consultation with Mentoring Teachers, peers and professional reading.

### Prerequisite

---

45 days professional experience.

### Syllabus

---

This subject is based on an integrated conception of knowledge, skills and attitudes developed over the preceding semesters in curriculum, pedagogy and professional experience. The experience provides a continuous and intensive period where a realistic and comprehensive understanding of the complexity of teaching and the teaching profession can be experienced. The subject aims to promote teaching as a professional activity. It is expected they will demonstrate the qualities of a Beginning Teacher.

### Class Contact

---

One hour a week plus 25 days in schools. Professional experience may be scheduled during class free time.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Statistics (5123)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2019)

### Class Contact

---

The subject is designed to be delivered in flexible delivery mode and the contact hours will be dependent upon the participant's background, ability to assimilate the information and access to opportunities to apply the knowledge. Contact between participant and tutor will be by phone, e-mail, video-conferencing, or workshops, as required. In the event that the subject is delivered through a traditional face-to-face method, the contact hours will be approximately 42 hours for lectures and tutorial.

### Learning Outcomes

---

On successful completion of this subject, students will be able to discuss the nature and consequences of natural variability in data; express a problem in statistical terms; summarise data graphically and statistically, either manually or using Excel; model data by fitting straight lines; estimate and test parameters in simple situations; explain the nature of a time series and how it may be analysed; define basic statistical terminology in published material.

### Syllabus

---

Drawing valid conclusions from quantitative information is an essential skill in many areas of work but this is particularly true in the areas of accounting, economics, management sciences, banking and finance. This subject introduces some basic statistical techniques used to analyse quantitative information in these disciplines. In business and industry, statistical analysis is generally carried out using a computer package and in this subject the Microsoft Excel spreadsheet package will be used.

### Prerequisite

---

This subject is available only for students enrolled through the Customs Project. No previous knowledge of statistics is assumed and no university subject is required as a prerequisite. However, students should have some familiarity with mathematics at a level equivalent to the last two years of secondary school.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Banking M (5128)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Business Finance MBA.

## Learning Outcomes

---

At the successful completion of this subject students will be able to understand the nature and role of banking and financial intermediation in the international development of world trade; understand and critically evaluate theories on the origins, manifestations and consequences of international financial crises; understand and critically evaluate the perspectives and roles of key international institutions and rating agency models of financial evolution and well-being; understand and evaluate the interactions between financial, economic and environmental sustainability, and develop strategies for the associated management of international financial risk.

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject reviews the historical role of banking and financial intermediation in the development of world trade; examines theories on the origins, manifestations and the consequences of international financial crises; overviews the contemporary institutions of the world financial system, plus associated developments in international money, banking and financial intermediation; examines the impact of these changes on countries at different stages of financial market development, particularly in emerging markets. Theories and models used in identifying and characterising the stages of financial system development are critically examined.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Electronic Engineering 2B (5130)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Four hours of lectures and up to four hours of laboratory/tutorial work a week.

### Learning Outcomes

---

From this subject students should be able to analyse the characteristics of analogue networks; design and implement a range of active filters and other analogue systems; describe the concepts of noise in statistical terms and explain the behaviour of active devices in terms of the underlying quantum physics.

### Syllabus

---

This subject continues to develop the skills of analysis and design of electronic circuits and networks used in communication, control and instrumentation systems, and to introduce concepts of quantum and semiconductor physics as bases for the understanding of modern electronic and photonic devices. Topics include network analysis, active filter analysis, design and implementation, analogue signal processing, power supplies and waveform generation, statistics and noise, quantum physics, semiconductor physics and devices.

### Prerequisite

---

Electronic Engineering 2A, Mathematics 1/2 or Computing Mathematics 2.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computer Engineering 2A (5131)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Computer Engineering 1B and Mathematics 1/2.

### Class Contact

---

Up to five hours a week.

### Syllabus

---

This subject provides a systematic approach to the art and science of software construction. It provides an in-depth study of the software construction process. Topics covered include modular programming constructs, including encapsulation, information hiding, inheritance and polymorphism; the specification, modularisation and verification of abstract data types (ADTs); dynamic data structures and recursion including lists and trees; search tables. For ADTs in general, the subject deals with operations, representation and algorithms, space and time efficiency, and appropriateness for different applications.

### Learning Outcomes

---

On completion of this subject students should be able to construct software which is correct, robust, and maintainable; design new modules from existing library modules; choose data structures appropriate to an application; recognise and apply the principles of good software design.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computer Technology 2 (5133)

---

**Level:** 1      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Introduction to Software Engineering, Introduction to Computer Engineering.

### Class Contact

---

Up to eight hours a week.

### Syllabus

---

This subject provides engineering students with practical exposure to the major areas of detailed design and analysis encountered in digital logic circuits which interface the modules of a computer system. It includes hardware features and low-level programming of a modern microprocessor, memory addressing modes, subprogram linkages interrupt handlers, assembly coding, linking, relocation, memory protection, serial and parallel input/output functionality, and input/output interface design and implementation. Students are introduced to modern digital system implementation technologies such as field-programmable logic and surface-mounted components.

### Learning Outcomes

---

On successful completion of this subject, students will understand and be competent to undertake small-scale tasks of hardware design, analysis, specification and interfacing for computer and similar digital electronic systems.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computer Engineering 2B (5135)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students will be able to demonstrate a basic understanding of computer architecture; construct simple assembly language programs; write simple software to manage system interrupts; write software that uses system level APIs provided by an operating system; solve problems associated with process management, memory and other resource management, and file system management and use advanced features of an operating system shell.

## Prerequisite

---

Computer Engineering 1B and Mathematics 2.

## Syllabus

---

This subject provides an understanding of the "system software" elements of a computer system, from a programmer's view of machine architecture through to the workings of operating systems and their user and programming interfaces. Topics covered include assembly language; hardware features that support both modern operating systems and high level programming languages; the Application Programming Interface (API) of the operating system; the role of the operating system in process management, memory management, and resource management including deadlock avoidance; file systems including disk management; and performance factors. Unix and Windows are used and studied.

## Class Contact

---

Up to five hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Electronic Engineering 2A (5136)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Engineering Physics 1A, Electronic Engineering 1, Mathematics 1/2 or Computing Mathematics 2.

## Syllabus

---

This subject further develops the electronics of digital and analogue systems commenced in Electronic Engineering 1, and also introduces the concepts of signal processing and the characterisation of linear systems. Topics include small signal models, real operational amplifiers, feedback principles, digital logic families, implementation of digital systems, sequential system design, data acquisition systems, introductory signal processing and the analysis of linear electronic systems employing Laplace transforms.

## Class Contact

---

Four hours of lectures and up to four hours of laboratory/tutorial work a week.

## Learning Outcomes

---

After completing this subject students should be able to analyse electronic circuits using small signal models, analyse and design combinational and sequential digital systems and data acquisition systems using the most appropriate technology for a given application, analyse linear networks and determine the frequency spectra of signals.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Politics (513)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

One two-hour lecture and a one-hour tutorial.

## Learning Outcomes

---

On successful completion of the subject, students will develop an awareness of various concepts and theories associated with the study of international politics, including ideas about the role of states, the reasons for conflict and the way relations between states are managed. Students will gain an understanding of how the making of Australian foreign policy fits into this framework.

## Syllabus

---

This subject examines the concepts and approaches associated with the study of international relations, the causes of war and prospects for peace, including the activities of international organisations such as the United Nations. We will look also at the international political economy and human and rights and environmental issues. The processes of Australian foreign policy are examined, including foreign trade, defence and security and Australia's record as a 'good international citizen'.

## Prerequisite

---

Introduction to Australian Politics.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Community Education Thesis H (5140)

---

**Level:** 1      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Students must be enrolled in the Community Education Honours program and must also demonstrate that they have achieved satisfactory progress in Field Study A at the end of semester up to a maximum of four hours a week.

### Learning Outcomes

---

On completion of this subject students will have demonstrated their ability to complete a small research project in their area of specialisation; report research findings in a seminar; and produce a comprehensive, professional thesis paper.

### Syllabus

---

Following the approval of the proposal for their research project, students will undertake the project and report their findings in a formal thesis and seminar. Each project will be assessed by examiners appointed to the subject. The thesis will be a maximum of 20,000 words.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 305: Social Psychology (5143)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject aims to provide a broad introduction to the field of social psychology. It will cover key theoretical developments in the field, research methodologies and applications to current social issues. Topics to be covered include history of social psychology, methodologies, attitudes and behaviour, social cognition, group processes, social influence, prejudice and stereotyping, and applied social psychology.

### Learning Outcomes

---

On completion of this subject students should be able to demonstrate a familiarity with the key theoretical concepts in social psychology; apply social-psychological theories to understanding a range of human social behaviour; design studies which test social-psychological principles and use the research methodologies of social psychology.

### Prerequisite

---

Psychology 101 Introductory Psychology 1 and Psychology 102 Introductory Psychology 2.

### Class Contact

---

Up to five hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 203: Developmental Psychology (5144)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject aims to provide an introduction to the field of developmental psychology from a lifespan perspective. It covers the major theories, methodologies, research and applications related to human cognitive, social, emotional and physical development from infancy to old age.

### Class Contact

---

Four hours a week.

### Learning Outcomes

---

On successful completion of the subject students will have knowledge of the sequence of human development and the processes underlying it: be aware of the major developmental theories and their strengths and shortcomings be aware of the impact of context and culture on human development: understand the interdependency of all aspects of development (cognitive, physical, social and emotional); and have an appreciation of the interrelatedness of theory, research and application and be able to critically evaluate each.

### Prerequisite

---

Psychology 101 Introductory Psychology 1 and Psychology 102 Introductory Psychology 2.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Master Thesis in Applied Psychology M1FT (5147)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of the subject, students will be able to: design and execute a research project relating to a psychological issue to a standard acceptable to the professor; independently undertake an analysis of data derived from survey or experimental designs in counselling psychology; communicate the results of an independent research project in a form acceptable for publication in a refereed journal

## Syllabus

---

The subject is based on the requirements of the Australian Psychological Society. Students will choose a supervisor and undertake an individual research project in some area of counselling psychology. Students will participate in all steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and preparation to the report. The report will take the form of a thesis of up to 15000 words. There will be two examiners, with at least one external to the University of Canberra.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Supervised Practice 1 M:FT (5148)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Students will be given an opportunity of experiencing a variety of counselling placements. They will receive supervision from an on-site supervisor, as well as from the lecturer in charge of the Practice. Students will observe experienced counsellors at work in a variety of professional settings, and, as they develop confidence and competence, will themselves work with real clients under supervision. The Counselling Practice will be conducted in accordance with the guidelines stipulated by the Board of Counselling Psychologists of the Australian Psychological Society, and will be documented in an appropriate logbook.

## Learning Outcomes

---

At the completion of the Counselling Practice students: will have applied their theoretical knowledge of counselling and their counselling skills in a professional counselling setting; will have been certified as competent to carry out the duties of a counselling psychologist by their supervisor and by the lecturer in charge of the subject; will be eligible to seek membership of the Board of Counselling Psychologists of the Australian Psychological Society, will be eligible to seek unconditional registration as a psychologist with the Psychologists Board of the ACT, and will be eligible to seek employment as a counselling psychologist in the workplace.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Supervised Practice 2 M:FT (5149)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Students will be given an opportunity of experiencing a variety of counselling placements. They will receive supervision from an on-site supervisor, as well as from the lecturer in charge of the Practice. Students will observe experienced counsellors at work in a variety of professional settings, and, as they develop confidence and competence, will themselves work with real clients under supervision. The Counselling Practice will be conducted in accordance with the guidelines stipulated by the Board of Counselling Psychologists of the Australian Psychological Society, and will be documented in an appropriate logbook.

## Learning Outcomes

---

At the completion of the Counselling Practice students: will have applied their theoretical knowledge of counselling and their counselling skills in a professional counselling setting; will have been certified as competent to carry out the duties of a counselling psychologist by their supervisor and by the lecturer in charge of the subject; will be eligible to seek membership of the Board of Counselling Psychologists of the Australian Psychological Society, will be eligible to seek unconditional registration as a psychologist with the Psychologists Board of the ACT, and will be eligible to seek employment as a counselling psychologist in the workplace.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Supervised Practice 3 M:FT (5150)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2006)

### Syllabus

---

Students will be given an opportunity of experiencing a variety of counselling placements. They will receive supervision from an on-site supervisor, as well as from the lecturer in charge of the Practice. Students will observe experienced counsellors at work in a variety of professional settings, and, as they develop confidence and competence, will themselves work with real clients under supervision. The Counselling Practice will be conducted in accordance with the guidelines stipulated by the Board of Counselling Psychologists of the Australian Psychological Society, and will be documented in an appropriate logbook.

### Learning Outcomes

---

At the completion of the Counselling Practice students: will have applied their theoretical knowledge of counselling and their counselling skills in a professional counselling setting; will have been certified as competent to carry out the duties of a counselling psychologist by their supervisor and by the lecturer in charge of the subject; will be eligible to seek membership of the Board of Counselling Psychologists of the Australian Psychological Society, will be eligible to seek unconditional registration as a psychologist with the Psychologists Board of the ACT, and will be eligible to seek employment as a counselling psychologist in the workplace.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychological Assessment M (5153)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

To be advised.

### Syllabus

---

Students will further their knowledge and skills, and critically evaluate issues in the professional practice of psychological testing and assessment as a distinguishing domain of a psychologist's skills. Students will have experience with the administration, scoring, interpretation, and reporting of the results of selected major psychological tests useful for assessment of personality, vocational interests, and intelligence in counselling, guidance, selection, and other applied settings.

### Learning Outcomes

---

Students are expected to be able to identify and address the technical, ethical, and sociocultural issues in the professional practice of psychological assessment; critically review the psychometric properties of selected major psychological tests, competently administer, score, and interpret the results of selected instruments; communicate finding from tests in the form of a psychological assessment report to address a specific human concern.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Conduct of Clinical Research G (5157)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2006)

- S1A (BRUCE, CONTR-HIST)

## Syllabus

---

This core subject provides students with an understanding of the processes involved in the actual implementation of clinical trials research. It is aimed at the junior clinical research associate (CRA) level or equivalent. It is also appropriate for those who wish to refresh existing skills or receive an introduction to the clinical trials research process. The topics are presented in line with Australian and International laws, regulations and guidelines including The Declaration of Helsinki, GCRP, ICH GCP, the Belmont Report, and the National Statement on Ethical Conduct in Research Involving Humans (1999). The content includes general issues in data collection; recruitment and retention of trial participants; statistics; Standard Operating Procedures (SOP's); the role of the CRA in adverse events and serious adverse events (SAE's); general issues to consider in the auditing and monitoring process.

## Learning Outcomes

---

At the completion of the subject the student will be able to accurately identify problems and inaccuracies in the clinical trials implementation process; provide accurate and appropriate solutions to these problems and inaccuracies; demonstrate knowledge of what to do and who to approach when difficulties emerge in the day to day implementation of a clinical trial; accurately apply statistical information for a clinical trial to selected cases to the level taught in the subject; know the principles that relate to the publishing of trial data and results in various settings; apply and discuss conflict resolution strategies to selected clinical trial scenarios; mount and defend an argument; and demonstrate an appropriate level of written communication skills.

## Prerequisite

---

Course entry requirements.

## Class Contact

---

Two hours lecture equivalent a week

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Design of Clinical Research Trials G (5158)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2006)

- S1A (BRUCE, CONTR-HIST)

## Syllabus

---

This core subject provides students with an understanding of the principles that apply to the clinical trials process, both in Australia and internationally. It is aimed at the junior clinical research associate (CRA) level or equivalent. It is also appropriate for those who wish to refresh existing skills or receive an introduction to the principles involved in the design of clinical trials research. The content includes an outline of the history of the development of the clinical trials research process; an introduction to the relevant legal and ethical guidelines governing clinical trials design, that is, The Declaration of Helsinki, GCRP, ICH GCP, the Belmont Report, and the National Statement on Ethical Conduct in Research Involving Humans (1999); hypothesis generation and clinical trials; introduction to the four phases of clinical trials research; the actual design principles involved; beginning level statistical issues; single and multicentre trials.

## Class Contact

---

Two hours lecture equivalent a week.

## Prerequisite

---

Course entry requirements.

## Learning Outcomes

---

At the completion of the subject the student will be able to accurately apply the principles as outlined in the above syllabus to selected case scenarios and/or a trial protocol; identify any problems and inaccuracies in these same scenarios and provide accurate and appropriate solutions to them; accurately apply statistical information for a clinical trial to selected cases to the level taught in the subject; discuss the general principles of clinical trials research and their relationship to the design process as well as to the regulatory and ethical principles and guidelines; and demonstrate an appropriate level of written communication skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum



- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International English Language G (5159)

---

**Level:** G      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject focuses directly on the structures of the English language, and on the functions that are realised through the language. Emphasis is also placed on vocabulary development and on the acquisition of skills that will empower the learners and enable them to continue to learn effectively beyond the completion of the course. Grammar, vocabulary, and functions are integrated into themes in such a way as to ensure that each of these is adequately covered.

### Class Contact

---

Eight hours a week for one semester, or equivalent.

### Learning Outcomes

---

The participants will gain the ability to comprehend English as spoken by a range of native speakers as well as by non-native speakers who have a good command of the language; the ability to read with understanding a range of shorter and less complicated texts, including newspaper and journal articles; an increased level of competence in oral and written expression, increased confidence in using English for communicative purposes, both professional and social; and increased understanding of significant features of the cultures of Australia and some other English speaking countries; and learning strategies that will facilitate further development in the language.

### Corequisite

---

English for Specific Purposes.

### Prerequisite

---

Intermediate level proficiency in English Language.

## Unit: English for Specific Purposes G (5160)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2002)

### Prerequisite

---

Intermediate level proficiency in English Language.

### Learning Outcomes

---

The participants will gain increased confidence in using English for professional purposes; experience in using English to carry out functions that are applicable to their own area of employment; an increased understanding of socio-cultural mores that underpin professional practice in selected English-speaking countries.

### Syllabus

---

This subject develops specific work-related skills through activities such as role-play and simulation as well as through real communication practice in the community. Participants will, for example, be required to prepare presentations on topics in their field, make short speeches of welcome and thanks to guest speakers, write letters of enquiry, and produce written reports and summaries. In instances where the course is being customised for a cohort of eg legal professionals, or teachers, the content of this subject will take into account the specific requirements of their profession. Through continuous assessment, the participants will be assessed in terms of their performance of a range of tasks deemed appropriate to their own professional context.

### Corequisite

---

International English Language G.

### Class Contact

---

Four hours a week for one semester, or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Praxis of Adult & Community Education (5162)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to a maximum of four hours a week.

### Learning Outcomes

---

At the end of this subject, it is expected that students will be able to develop their praxis as aspiring and/or practising educators; map the contemporary field of adult and community education and lifelong learning including formal and informal learning in communities and organisations; describe a range of ways to facilitate learning from individual, to organisational to learning societies; assess the relevance of adult learning theories for the fields of community education; develop skills to assist individuals, communities and organisations to achieve their development and learning needs; and demonstrate initial skills in research and group facilitation and design skills.

### Syllabus

---

In this subject students will explore praxis - the relationship between theory and practice, critical reflection and action. This includes an investigation of a range of perspectives that inform professional practice in adult and community education. Students will be encouraged to expand their knowledge of lifelong learning and the adult and community education sector. They will examine professional skills relevant to creating and maintaining learning environments applicable at local, national or global levels.

### Prerequisite

---

Concepts of Human Learning and Development, or permission of the subject convener.

© 2004-2019 University of Canberra

## Unit: Management Project (5163)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have conducted a research project and written up the results; will know how to design and conduct research projects in the field of management; will be able to ground theoretical elements of management in particular case study organisations; will know how to interpret and present the results of research in management, including recommendations for future organisational action.

## Syllabus

---

Under the guidance of a supervisor, a student will complete a practical project on an appropriate management topic. The approximate length of a dissertation will be 5,000 words although the length of a more practical project may vary according to the nature of the topic selected. Topics must be approved by the Head of the School of Administrative Studies. Students are encouraged to undertake a practical or reflective project based on their work experience, or based on an organisation to which they can gain significant access.

## Class Contact

---

Variable according to need.

## Prerequisite

---

*Minimum* credit average in Bachelor of Management degree subjects, plus; Social Research Methods or equivalent plus; permission of Head of School of Administrative Studies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 3A - Primary (5165)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, single teaching episodes, whole sessions (eg morning start to recess) and a minimum of two whole consecutive days: demonstrated how to cater for individual differences within the class in terms of teaching approaches and learning materials; identified the role of specialist teachers and support staff in the development and learning of the individual student; where possible, planned and implemented relevant teaching/learning experiences outside of the school classroom context; and critically reflected on personal performance and adapted teaching practice in light of this reflection, consultation with Mentoring Teachers, peers and professional reading.

### Syllabus

---

During this semester it is an expectation that the Preservice Teacher will increase his/her exposure to, and time spent in the teacher role. While collaboration with the Mentoring Teacher is continued, the Preservice Teacher should be encouraged to gradually take on more of the decision-making role.

### Prerequisite

---

### Class Contact

---

One hour a week plus 10 days in school settings. Professional experience may be scheduled during class free time.

### Corequisite

---

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 3B - Primary (5166)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

Preservice Teachers will continue to increase his/her exposure to, and time spent in the teacher role. While collaboration with the Mentoring Teacher is continued, the Preservice Teacher needs to demonstrate an ability and willingness to take full responsibility for the class and the teaching role. Preservice Teachers will participate in an Observation Day as close as possible to the beginning of the professional experience block to familiarise themselves with the classroom setting.

### Prerequisite

---

### Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, a minimum of three planned teaching episodes and three full sessions to the whole class in the first week of professional experience and managed and taught four to five whole days the second week of professional experience; designed and implemented teaching programs geared toward motivating and engaging each individual student; utilised their developing repertoire of assessment techniques to provide feedback on individual student performance; and recorded critical self-reflections of personal performance and adapted teaching practice in light of this reflection, consultation with Mentoring Teachers, peers and professional reading.

### Class Contact

---

One hour a week plus 15 days in school settings. Professional experience may be scheduled during class free time.

### Corequisite

---

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 1A- Secondary GE (5169)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject requires the Preservice Teachers to investigate the role of teachers and the concepts of teaching through immersion in a school setting. They will be expected to observe teachers and students in day-to-day school activity and to participate in an assistant role. Personal philosophies of teaching and education will be challenged.

### Corequisite

---

### Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: become acquainted with the life and the culture of a school/college from the perspective of a teacher; developed an appreciation of the functions and organisation of schools; developed an awareness of the roles and responsibilities of personnel working within the school; and begun to develop their own personal philosophies of what teaching/learning is about.

### Prerequisite

---

### Class Contact

---

One hour a week plus 10 days in schools. Professional experience may be scheduled during class free time.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Experience 1B- Secondary GE (5170)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, teaching episodes to a small group and to the whole class; directed their teaching experiences, where possible, toward the discipline/s that is the focus of their study; extended small group management skills to whole class situations; experimented with an array of verbal and non-verbal communication techniques as both a teaching strategy and as a tool for classroom management; and critically reflected on personal performance.

### Class Contact

---

One hour a week plus 10 days in schools. Professional experience may be scheduled during class free time.

### Corequisite

---

### Prerequisite

---

10 days professional experience.

### Syllabus

---

This subject is designed to develop a growing awareness of the teacher role. Specific areas will include enhancement of self as an effective communicator and designer of a supportive classroom environment through immersion in the school environment. Opportunities will be provided to experiment with the planning, implementation and evaluation of single teaching episodes. Integral to this development will be the on-going critical reflection on personal growth as a teacher and challenges to personal philosophies of teaching.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 2A - Primary (5171)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Corequisite

---

Enrolment is at least one coursework subject in Master of Education Counselling or permission of course convener.

### Syllabus

---

This subject involves the student in the practice of counselling skills under the supervision of an experienced school counsellor. Students must practice in both a primary and secondary school.

### Prerequisite

---

Enrolment in Master of Education Counselling and completion of Professional Field Experience 1M or permission of course convener.

### Class Contact

---

Fourteen days of supervised field work.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Experience 2B - Primary (5172)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject involves the student in the practice of counselling skills under the supervision of an experienced school counsellor. Students must practice in both a primary and secondary school.

### Prerequisite

---

Enrolment in Master of Education Counselling and completion of Professional Field Experience 1M or permission of course convener.

### Class Contact

---

Fourteen days of supervised field work.

### Corequisite

---

Enrolment is at least one coursework subject in Master of Education Counselling or permission of course convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience 1B - Primary (5174)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject involves the student in the practice of counselling skills under the supervision of an experienced school counsellor. Students must practice in both a primary and secondary school.

### Class Contact

---

Fourteen days of supervised field work.

### Corequisite

---

Enrolment is at least one coursework subject in Master of Education Counselling or permission of course convener.

### Prerequisite

---

Enrolment in Master of Education Counselling and completion of Professional Field Experience 1M or permission of course convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Secondary Teaching Studies 2 (5179)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides bases for professional decisions for classroom practice in a nominated curriculum area, teaching years 7-12. This subject requires a concurrent 15 day professional experience component.

## Class Contact

---

Four hours or equivalent a week.

## Learning Outcomes

---

See also statement for Secondary Teaching Studies 1. Students learn to use and develop own discipline and professional knowledge.

## Prerequisite

---

Secondary Teaching Studies 1 or permission of the course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Secondary Teaching Studies 1 (5180)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Corequisite

---

Responding to Individual Needs and Promoting Positive Learning.

### Learning Outcomes

---

Students learn to plan and manage teaching and learning processes; monitor and assess pupil/student progress and learning outcomes; reflect on, evaluate, and plan for continuing improvement of own teaching practice.

### Syllabus

---

This subject provides bases for professional decisions for classroom practice in a nominated curriculum area teaching, years 7-12. This subject requires a concurrent 15 day professional experience component.

### Class Contact

---

Four hours or equivalent a week.

### Prerequisite

---

Two general studies majors in the nominated area(s) of secondary teaching, and four professional options subject (minor) and the first three core teacher education subjects Education Foundations, Information Technology and Diversity in Educational Settings or permission of the course convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Principles of Forensic Sci & Invest: CIT (5181)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered (Also available in: 2009)

### Syllabus

---

This subject uses a problem solving approach, including case studies, to introduce the principles of forensic science, the disciplines with forensic science and the types of physical evidence; practical skills of crime scene investigation; relevant legislation regarding the obtaining, preparation and delivery of physical evidence to the courts; ethical issues in forensic science.

### Learning Outcomes

---

On completion of this subject, students will be able to explain the roles of each of the discipline specialists in forensic investigation; describe the types of physical evidence that may be located at a crime scene and appropriate methods for recording, preserving, collecting and analysing each type; apply the basic crime scene investigation process using appropriate methods and techniques; interpret and discuss relevant legislation and explain the rules and types of evidence as they apply to the Australian legal system.

### Class Contact

---

Six hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Forensic Chemistry: CIT (5182)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, students will be able to describe the pharmacology of licit and illicit drugs, metals and metal ions and other organic molecules of forensic significance; describe the principles and perform specified techniques suitable for the rapid (field) detection of illicit drugs; describe the theoretical principles underlying instrumentation techniques relate this to the detection, identification and quantitation of chemical species; use appropriate instrumentation for the determination of metallic, volatile and soluble poisons in body tissues and fluids.

## Prerequisite

---

Chemistry 1B, Human Physiology and Anatomy 1 Principles of Forensic Science & Invest (CIT).

## Syllabus

---

This subject will integrate the concepts and techniques developed in chemistry, physiology and biochemistry, and apply them to the pharmacology and detection of drugs and toxins. Pharmacology topics will include the classification of drugs according to their physiological response, routes of entry into the body, signs of administration and addiction, causes of death and post mortem redistribution.

## Class Contact

---

Six to seven hours a week, three to four hours practical.

## Corequisite

---

Human Physiology and Anatomy 2, Human Biochemistry.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Forensic Molecular Biology: CIT (5183)

---

**Level:** 3      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Genetics or Forensic Chemistry, Human Biochemistry, Immunology, Molecular Biology.

### Class Contact

---

Six to seven hours a week, three to four hours of practical work.

### Syllabus

---

This subject will integrate the principles and techniques of genetics, biochemistry, immunology and molecular biology, and apply them to the investigation of population variation and individualisation with respect to DNA, protein and immunological markers in liquid and dried blood, semen, saliva and other body cells and fluids.

### Learning Outcomes

---

On completion of this subject, students will be able to apply the principles and techniques of nucleic acid hybridisation and polymerase chain reaction to DNA profiling; relate genetic and molecular characteristics of genomes to the acquisition and use of DNA profiles; relate DNA profiling techniques to type and scope of information obtained by those techniques and their forensic applications; apply the theory and techniques of detecting isoenzyme, serum protein and immuno-globulin variation to forensic investigation; apply the theory and techniques of immunological procedures to the individualisation of blood and body fluids; apply the techniques of forensic biology to the planning, execution and analysis of experiments on forensic biological evidence; analyse case studies and interpret evidence relating to body fluids.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Research Methods in Information Study M (5186)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject, students should be able to: critically evaluate published research, including research based upon statistical analysis, using criteria accepted in the social sciences; make an informed choice of research methods appropriate to the execution of a social science research project; present and justify a research proposal.

## Syllabus

---

In this subject students consider the fundamental purposes and principles of research, and in particular focus upon the distinctive characteristics and problems of the use and management of information resources and the methods of research best adapted to the solution of research problems in this area. Selected research studies will be critically evaluated. Each students also presents a research proposal.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Cataloguing G (5188)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Foundations of Information Organisation G.

## Class Contact

---

Three hours a week.

## Syllabus

---

See undergraduate subject 004850 Cataloguing.

## Learning Outcomes

---

See undergraduate subject 004850 Cataloguing.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Retrieval M (5189)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This course aims to introduce students to the concept of information retrieval with particular emphasis on retrieval from electronic systems.

## Learning Outcomes

---

Through reading, research and active participation, students who successfully complete this subject should be able to access and evaluate basic electronic information sources; appreciate some of the information retrieval challenges facing organisations generally, and information agencies in particular, in the light of technological developments; and understand how some organisations are meeting these challenges.

## Class Contact

---

To be advised.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Systems Management M (5190)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the successful completion of this subject students will understand and be able to engage in management processes in the planning, acquisition, implementation, use and continuing development of information technology (IT)-based systems. Students will possess and be able to apply a conceptual framework for exploring issues in IT management in organisations.

## Syllabus

---

This subject examines the strategic context in which information technology (IT) is planned, evaluated, developed and implemented. Soft systems methodologies are examined and evaluated as an approach to the management process. The subject emphasises management issues in the IT field, for example strategic planning; IT acquisition; management of change when introducing new IT systems; management of change in IT processes themselves; management's responsibility to ensure that systems can be audited and are secure; project management involved in the development of IT systems. Issues of decentralised control, non-hierarchical communication structures and professional ethics are considered.

## Class Contact

---

To be advised.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Foundations of Information Services PG (5191)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject enables students to develop information skills relevant to tertiary study, personal and recreational interests, and life-long learning. Develops techniques for becoming proficient users of information sources such as reference works, catalogues (online and paper-based); bibliographies; abstracts and indexes (manual, CD-ROM and online); audiovisual materials; unpublished material and experts in the field. Enhances strategies for undertaking research including the location, evaluation, and selection of the best sources. Identifies and evaluates information agencies such as government departments, libraries, community organisations, archives and specialist collections.

## Class Contact

---

To be advised.

## Learning Outcomes

---

Students should develop and apply information skills to undertake independent research efficiently and effectively; locate, analyse, evaluate and communicate the best sources for particular research queries; be aware of the features and strengths of particular information sources and the diversity of information agencies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Supervisory Management M (5192)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

To be advised.

## Syllabus

---

This subject examines the management processes of planning, organising, controlling, and leading. It examines the history of management thought, but the main focus is on current theory and practice, including the skills needed to be an effective first-level (supervisory) manager and middle manager in the information sector.

## Learning Outcomes

---

At the end of the subject, students should be able to understand the basic terminology and concepts of management theory from the perspective of a first-line supervisor in an information organisation; appreciate the factors involved in effective supervision of staff; have experience of working as a member of a project team.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Resource Management G (5200)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (ECUST, Legacy)
- UCT4 (HTIT, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will provide an overview of the various aspects of the human resource management function in the context of a broader context of employment relations. The various elements are discussed in greater detail in subsequent units.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

On completion of this subject, students will be able to identify and explain the key components of HRM in organisation and their inter-relationships; critically examine the concept of strategic HRM and its relevance; identify and analyse emerging themes and developments in HRM discourse and practice; provide a considered model of the relationship between HRM and other aspects of management and organisation.

## Prerequisite

---

Admission to one of the following Graduate Certificate in Management Studies, or the graduate diploma course in Human Resource Management or Administration or Employment Relations, or Business Administration, or the masters degree in Public Administration.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Strategic Studies M Ext (5208)

---

**Level:** M      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Neonatal Nursing Practice PG1 (5209)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of the subject the student will be expected to recognise the factors which influence neonatal health outcomes and adapt care accordingly; apply neonatal nursing knowledge and skills in the provision of high quality nursing care for the neonate and family in accordance with the principles of family centred care; and discuss the impact of recent trends in clinical practice and apply them to current neonatal nursing.

## Syllabus

---

This subject provides the opportunity for the application of theoretical knowledge into the clinical setting of Neonatal Special Care. Emphasis is placed on clinical nursing skills pertaining to the management of the special care baby including assessment and discharge planning. Special consideration will be given to early discharge and newborn follow up.

## Class Contact

---

Minimum 400 hours of clinical practice.

## Corequisite

---

Neonatal Nursing Theory PG1.

## Prerequisite

---

Core subject Postgraduate Diploma.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Neonatal Nursing Practice PG2 (5210)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Minimum 400 hours of clinical practice.

### Learning Outcomes

---

On completion of the subject the student will be able to perform advance competency based clinical assessment of a critically ill neonate; utilise advanced assessment and problem solving skills to prioritise care and implement appropriate interventions; analyse the complex information to formulate, implement and evaluate a plan of care for the critically ill neonate; and competently utilise advanced technology in order to provide care of the neonate.

### Corequisite

---

Neonatal Nursing Theory PG2.

### Prerequisite

---

Neonatal Nursing Practice PG1.

### Syllabus

---

This subject provides the opportunity for the application of advanced theoretical knowledge into the clinical setting of Neonatal Intensive Care. Comprehensive nursing assessment, needs analysis, prioritisation of care and therapeutic intervention of the neonate in intensive care form the major components of this subject.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Neonatal Nursing Theory PG1 (5211)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Core subject Postgraduate Diploma.

### Syllabus

---

This subject focuses on the application of the principles of advanced knowledge pertaining to family centred care of the baby with special needs. The subject emphasises development of problem solving skills in order to ensure prioritisation of care that will meet the physical, emotional and social needs of baby and family. It recognises the integration of theoretical concepts with clinical practice, drawing on current trends in neonatal nursing.

### Class Contact

---

Six hours a week.

### Corequisite

---

Neonatal Nursing Practice PG1.

### Learning Outcomes

---

On completion of the subject the student will be expected to utilise clinical assessment strategies in order to accurately and effectively determine the needs of a baby and family with special needs; integrate theory to provide a comprehensive nursing approach to the care of a baby and family with special needs in order to optimise health outcomes for the neonate and family unit; and critically analyse the care provided to determine the effectiveness of management strategies.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Neonatal Nursing Theory PG2 (5212)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Six hours a week.

### Syllabus

---

This subject focuses on the care of the acute and critically ill neonate and an understanding of the complex issues pertinent to the care of these babies. There is emphasis on the integrated nature of management as well as resuscitation and retrieval of the acutely ill baby.

### Corequisite

---

Neonatal Nursing Practice PG2.

### Learning Outcomes

---

On completion of the subject the student will be expected to utilise clinical assessment strategies in order to accurately and effectively determine the needs of an acute or critically ill neonate; integrate theory to provide a comprehensive nursing approach to the care of an acute or critically ill neonate in order to optimise health outcomes for the neonate and family unit; and critically analyse the care provided to the acute and critically ill neonate to determine the effectiveness of management strategies.

### Prerequisite

---

Neonatal Nursing Theory PG1.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Issues in Advanced Practice PG (5217)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The aim of this subject is to give the postgraduate student the opportunity to develop an understanding of, and commitment to, research based practice. Leadership issues will also be examined as they relate to individual practice settings. This subject will incorporate self directed learning and seminar presentations.

## Learning Outcomes

---

At the completion of this subject students are expected to utilise research findings in practice; demonstrate evidence based practice in their clinical area; and apply leadership values and principles to their practice setting.

## Prerequisite

---

Concepts in Speciality Nursing and Midwifery.

## Class Contact

---

Up to three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Language Education 1G (5218)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able analyse pedagogical practices concerned with the teaching of reading; analyse and assess reading development; demonstrate an understanding of strategies for responding to various literacy needs; demonstrate an understanding of issues to do with early literacy development and early literacy practice.

## Syllabus

---

This subject will explore issues in education with a particular emphasis on reading within the context of literacy development in general.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Science Education G (5220)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

see subject 004805 Science Education.

## Learning Outcomes

---

see subject 004805 Science Education.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Mathematics Education 1G (5221)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

see subject 004798 Mathematics Education 1.

## Syllabus

---

see subject 004798 Mathematics Education 1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Health & Movement Education G (5222)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to; identify skills related to physical development and motor capacities of children; demonstrate skills in planning and resending basic motor development programs to children; demonstrate skills and knowledge in safe planning, and practice; demonstrate skills in instruction, organisational strategies and management of children movement education activities.

## Syllabus

---

The association of motor competence with cognitive and social development, self-esteem and wellbeing is studied through a variety of learning experiences. Laboratories provide for planning and implementing motor-skill development programs to pre-secondary children. Analysis of safety, procedures and motor-skills precedes participation in activities involving children. Curricular links from physical education to health across the curriculum are examined.

## Class Contact

---

Up to four hours or equivalent a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Arts Education 1G (5223)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject consists of modules which introduce students to basic skills and knowledge in music and art. As the students gain confidence in their own arts practice and an understanding of arts concepts, they will examine children's learning in art and music.

## Learning Outcomes

---

On completion of the subject students will be able to demonstrate basic skills in music and art and understanding of arts concepts; design and implement learning experiences for children in art and music at the early childhood/primary level.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Social Education G (5224)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

see subject 004808 Social and Environmental Education.

## Syllabus

---

see subject 004808 Social and Environmental Education.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Chinese A G (5225)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in the Mandarin Chinese language, respectively, through spoken and written discussion of authentic print and electronic materials respectively from Chinese-speaking societies. The subjects cover a range of topics relevant to those societies; relations between those societies and Australian society; each student's professional orientation. materials are drawn from books, newspapers magazines, videos, CD-ROMs, E-journals and other Internet sources, including materials held in or accessible from UC's Library, language resource rooms, Language laboratories and Individual Learning Centres.

## Corequisite

---

None; the subjects can be undertaken at the same time as; Special Studies in Chinese A G, with the approval of the Head of School in consultation with the lecturer in charge of each language.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

By the end of the B Subject, students will have achieved the following ALPR rating S3; L3+; R3+; W3.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Chinese B G (5226)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Corequisite

---

None; the subjects can be undertaken at the same time as; Special Studies in Chinese A G, with the approval of the Head of School in consultation with the lecturer in charge of each language.

### Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

By the end of the B Subject, students will have achieved the following ALPR rating S3; L3+; R3+; W3.

### Syllabus

---

These subjects are designed to increase the communicative competence of students in the Mandarin Chinese language, respectively, through spoken and written discussion of authentic print and electronic materials respectively from Chinese-speaking societies. The subjects cover a range of topics relevant to those societies; relations between those societies and Australian society; each student's professional orientation. materials are drawn from books, newspapers magazines, videos, CD-ROMs, E-journals and other Internet sources, including materials held in or accessible from UC's Library, language resource rooms, Language laboratories and Individual Learning Centres.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Japanese A G (5227)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of B subject, students will have achieved the following ASLPR rating S3; L3+; R3+; W3.

## Class Contact

---

Three hours a week.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A Subject.

## Corequisite

---

None; the subjects can be undertaken at the same times as Special Studies in Japanese A G, Special studies in Japanese B G, with the approval of the Head of School in consultation with the Lecturer in Charge of each language.

## Syllabus

---

These subjects are designed to increase the communicative competence of students with the Japanese language, respectively, through spoken and written discussion of authentic print and electronic materials respectively from Japanese-speaking societies. The subjects cover a range of topics relevant to those societies; relations between those societies and Australian society and to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROM's E-journals and other Internet sources, including materials held in or accessible from UC/s Library, language resource rooms, Language Laboratories and Individual Learning Centre.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Advanced Japanese B G (5228)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in the Japanese language, respectively, through spoken and written discussion of authentic print and electronic materials respectively from Japanese-speaking societies. The subjects cover a range of topics relevant to those societies; relations between those societies and Australian society and to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROM's E-journals and other Internet sources, including materials held in or accessible from UC/s Library, language resource rooms, Language Laboratories and Individual Learning Centre.

## Corequisite

---

None; the subjects can be undertaken at the same times as Special Studies in Japanese A G, Special studies in Japanese B G, with the approval of the Head of School in consultation with the Lecturer in Charge of each language.

## Learning Outcomes

---

By the end of B subject, students will have achieved the following ASLPR rating S3; L3+; R3+; W3.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A Subject.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Spanish A G (5229)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in the Spanish language, respectively, through spoken and written discussion of authentic print and electronic materials respectively from Spanish-speaking societies. The subjects cover a range of topics relevant to those societies, relations between those societies and Australian society, and to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROMs, E-journals and other Internet sources, including materials held in or accessible from UC's library, language resource rooms, language laboratories and individual learning centre.

## Learning Outcomes

---

By the end of the B subject, student will have achieved the following ASLPR rating S3+; L4; R4; W3+.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject.

## Corequisite

---

None the subjects can be undertaken at the same time as Special Studies in Spanish A G, Special Studies in Spanish B G, with the approval of the Head of School in consultation with the Lecturer in Charge of each language.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Spanish B G (5230)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of the B subject, student will have achieved the following ASLPR rating S3+; L4; R4; W3+.

## Corequisite

---

None the subjects can be undertaken at the same time as Special Studies in Spanish A G, Special Studies in Spanish B G, with the approval of the Head of School in consultation with the Lecturer in Charge of each language.

## Syllabus

---

These subjects are designed to increase the communicative competence of students in the Spanish language, respectively, through spoken and written discussion of authentic print and electronic materials respectively from Spanish-speaking societies. The subjects cover a range of topics relevant to those societies, relations between those societies and Australian society, and to each student/s professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROMs, E-journals and other Internet sources, including materials held in or accessible from UC's library, language resource rooms, language laboratories and individual learning centre.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Chinese A G (5231)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

By arrangement.

## Learning Outcomes

---

By the end of the B subject, students should have achieved the following ASLPR rating depending on their entry level of proficiency Level 1 S1; L1+; R1+; W1; Level 2 S2; L2+; R2+; W2; Level 3 S2+; L3; R3; W2+.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject.

## Corequisite

---

None; the subjects can be undertaken at the same time as; Advanced Chinese A G, Advanced Chinese B G, with the approval of the Head of School in consultation with the lecturer in charge of each language.

## Syllabus

---

These are individualised subjects designed to allow students to develop their language skills in Mandarin Chinese, from a particular point of proficiency (beginning to intermediate-advanced). For beginning to intermediate students they consist of studies taken from undergraduate language subjects, complemented by an individualised program of self-directed learning and flexible delivery. For advanced level students the program of studies in each case is designed to fit the particular students; capacities, aims and requirements. The subjects consist of studies in a given area, or may consist of an investigation of an area relevant to each student's professional orientation to be undertaken under the guidance of a staff member. Materials are drawn from books and other resources in the target language.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Special Studies in Chinese B G (5232)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of the B subject, students should have achieved the following ASLPR rating depending on their entry level of proficiency Level 1 S1; L1+; R1+; W1; Level 2 S2; L2+; R2+; W2; Level 3 S2+; L3; R3; W2+.

## Class Contact

---

By arrangement.

## Corequisite

---

None; the subjects can be undertaken at the same time as; Advanced Chinese A G, Advanced Chinese B G, with the approval of the Head of School in consultation with the lecturer in charge of each language.

## Syllabus

---

These are individualised subjects designed to allow students to develop their language skills in Mandarin Chinese, from a particular point of proficiency (beginning to intermediate-advanced). For beginning to intermediate students they consist of studies taken from undergraduate language subjects, complemented by an individualised program of self-directed learning and flexible delivery. For advanced level students the program of studies in each case is designed to fit the particular students; capacities, aims and requirements. The subjects consist of studies in a given area, or may consist of an investigation of an area relevant to each student's professional orientation to be undertaken under the guidance of a staff member. Materials are drawn from books and other resources in the target language.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Japanese A G (5233)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These are individualised subjects designed to allow students to develop their language skills in Japanese, from a particular point of proficiency (beginning to intermediate-advanced). For beginning to intermediate students they consist of studies taken from undergraduate language subjects, complemented by an individualised program of self-directed learning and flexible delivery. For advanced level students the program of studies in each case is designed to fit the particular students' capacities, aims and requirements. The subjects consist of studies in a given area, or may consist of an investigation of an area relevant to each student's professional orientation to be undertaken under the guidance of a staff member. Materials are drawn from books and other resources in the target language.

## Learning Outcomes

---

By the end of the B subject, students should have achieved the following ASLPR rating depending on their entry level of proficiency Level 1 S1; L1+; R1+; W1; Level 2 S2; L2+; R2+; W2; Level 3 S2+; L3; R3; W2+.

## Class Contact

---

By arrangement.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject.

## Corequisite

---

None, the subjects can be undertaken at the same time as Advanced Japanese A G, Advanced Japanese B G, with the approval of Head of School in consultation with the lecturer in charge of each language.

## Unit Level Key:

---

- 1 - Offered in *first* year of course curriculum
- 2 - Offered in *second* year of course curriculum
- 3 - Offered in *third* year of course curriculum
- 4 - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Japanese B G (5234)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject.

### Learning Outcomes

---

By the end of the B subject, students should have achieved the following ASLPR rating depending on their entry level of proficiency Level 1 S1; L1+; R1+; W1; Level 2 S2; L2+; R2+; W2; Level 3 S2+; L3; R3; W2+.

### Syllabus

---

These are individualised subjects designed to allow students to develop their language skills in Japanese, from a particular point of proficiency (beginning to intermediate-advanced). For beginning to intermediate students they consist of studies taken from undergraduate language subjects, complemented by an individualised program of self-directed learning and flexible delivery. For advanced level students the program of studies in each case is designed to fit the particular students' capacities, aims and requirements. The subjects consist of studies in a given area, or may consist of an investigation of an area relevant to each student's professional orientation to be undertaken under the guidance of a staff member. Materials are drawn from books and other resources in the target language.

### Corequisite

---

None, the subjects can be undertaken at the same time as Advanced Japanese A G, Advanced Japanese B G, with the approval of Head of School in consultation with the lecturer in charge of each language.

### Class Contact

---

By arrangement.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Spanish A G (5235)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These are individualised subjects designed to allow students to develop their language skills in Spanish, from a particular point of proficiency (beginning to intermediate-advanced). For beginning to intermediate students they consist of studies taken from undergraduate language subjects, complemented by an individualised program of self-directed learning and flexible delivery. For advanced level students the program of studies in each case is designed to fit the particular students' capacities, aims and requirements. The subjects consist of studies in a given area, or may consist of an investigation of an area relevant to each student's professional orientation to be undertaken under the guidance of a staff member. Materials are drawn from books and other resources in the target language.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject.

## Class Contact

---

By arrangement.

## Corequisite

---

None; the subjects can be undertaken at the same time as Advanced Spanish A G, Advanced Spanish B G, with the approval of the Head of School in consultation with the lecturer in charge of each language.

## Learning Outcomes

---

By the end of the B subject, student should have achieved the following ASLPR rating depending of their entry level of proficiency Level 1 S1+; L1+;R1+; W1+; Level 2 S2+; L2+; R2+; W2+; Level 3 S3; L3+;R3+; W3.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Special Studies in Spanish B G (5236)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of the B subject, student should have achieved the following ASLPR rating depending of their entry level of proficiency Level 1 S1+; L1+;R1+; W1+; Level 2 S2+; L2+; R2+; W2+; Level 3 S3; L3+;R3+; W3.

## Corequisite

---

None; the subjects can be undertaken at the same time as Advanced Spanish A G, Advanced Spanish B G, with the approval of the Head of School in consultation with the lecturer in charge of each language.

## Class Contact

---

By arrangement.

## Syllabus

---

These are individualised subjects designed to allow students to develop their language skills in Spanish, from a particular point of proficiency (beginning to intermediate-advanced). For beginning to intermediate students they consist of studies taken from undergraduate language subjects, complemented by an individualised program of self-directed learning and flexible delivery. For advanced level students the program of studies in each case is designed to fit the particular students' capacities, aims and requirements. The subjects consist of studies in a given area, or may consist of an investigation of an area relevant to each student's professional orientation to be undertaken under the guidance of a staff member. Materials are drawn from books and other resources in the target language.

## Prerequisite

---

Normally the B subject can only be taken after completing the relevant A subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Chinese Language 3G (5237)

---

**Level:** G      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This is an individualised subjects designed to allow students to develop their language skills in Mandarin Chinese from a particular point of proficiency (intermediate). It consists of studies taken from the undergraduate Chinese Language 3, complemented by an individualised program of self-directed learning and flexible delivery.

## Class Contact

---

Five hours a week.

## Learning Outcomes

---

By the end of Chinese Language 3 G, students should have achieved the following ASLPR rating S2+; L3; R3; W2+.

## Prerequisite

---

Chinese Language 2G.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Japanese Language 3G (5238)

---

**Level:** G      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Prerequisite

---

Japanese Language 2 G or equivalent linguistic competence.

## Class Contact

---

Five hours a week.

## Learning Outcomes

---

By the end of Japanese Language 3 G, students should have achieved the following ASLPR rating S2+; L3; R3; W2+.

## Syllabus

---

This is an individualised subjects designed to allow students to develop their language skills in Japanese from a particular point of proficiency (intermediate). It consists of studies taken from the undergraduate Japanese Language 3, complemented by an individualised program of self-directed learning and flexible delivery.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Spanish Language 3G (5239)

---

**Level:** G      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of Spanish Language 3G, students should have achieved the following ASLPR rating S3; L3+; R3+; W3.

## Prerequisite

---

Spanish Language 1B or equivalent linguistic competence.

## Class Contact

---

Five hours a week. Syllabus This is an individualised subject designed to allow students to develop their language skills in Spanish from a particular point of proficiency (intermediate). It consists of studies taken from the undergraduate subject Spanish Language 3, complemented by an individualised program of self-directed learning and flexible delivery. Learning outcomes By the end of Spanish Language 3G, students should have achieved the following ASLPR rating S3; L3+; R3+; W3.

## Syllabus

---

This is an individualised subject designed to allow students to develop their language skills in Spanish from a particular point of proficiency (intermediate). It consists of studies taken from the undergraduate subject Spanish Language 3, complemented by an individualised program of self-directed learning and flexible delivery. Learning outcomes By the end of Spanish Language 3G, students should have achieved the following ASLPR rating S3; L3+; R3+; W3.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Chinese Language 2G (5240)

---

**Level:** G      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

## Prerequisite

---

Chinese Language 1B

## Class Contact

---

Five hours a week.

## Syllabus

---

This is an individualised subject designed to allow students to develop their language skills in Mandarin Chinese from a particular point of proficiency (continuing). It consists of studies taken from the undergraduate subject Chinese Language 2, complemented by an individualised program of self-directed learning and flexible delivery.

## Learning Outcomes

---

By the end of Chinese Language 2 G, students should have achieved the following ASLPR rating S2; L2+; R2+; W2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Japanese Language 2G (5241)

---

**Level:** G      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This is an individualised subject designed to allow students to develop their language skills in Japanese from a particular point of proficiency (continuing). It consists of studies taken from the undergraduate subject Japanese Language 2, complemented by an individualised program of self-directed learning and flexible delivery.

## Prerequisite

---

Japanese Language 1B

## Class Contact

---

Five hours a week.

## Learning Outcomes

---

By the end of Japanese Language 2 G students should have achieved the following ASLPR rating S2; L2+, R2+; W2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Spanish Language 2G (5242)

---

**Level:** G      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of Spanish Language 2G, students should have achieved the following ASLPR rating S2+; L2+; R2+; W2+.

## Syllabus

---

This is an individualised subject designed to allow students to develop their language skills in Spanish from a particular point of proficiency (continuing). It consists of studies taken from the undergraduate subject Spanish language 2, complemented by an individualised program of self-directed learning and flexible delivery.

## Prerequisite

---

Spanish Language 1B.

## Class Contact

---

Five hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Counselling Communication (5258)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

## Learning Outcomes

---

On completion of this subject it is expected that students will be able to: demonstrate skills of active listening and problem identification; set appropriate goals; maintain a facilitative relationship and show understanding of the counselling process.

## Syllabus

---

This subject introduces students to counselling communication skills required in client work. This will involve skills practice, video feedback, role plays and small group discussion.

## Class Contact

---

Up to a maximum of four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Strategic Management & Leadership M (5261)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The subject is designed so that students will practically apply a range of theories and concepts. Its centrepiece is an action research project, which students will undergo in their particular work place. The subject also practices the arts of strategic management and leadership through experiential learning processes based on participative management situations.

## Learning Outcomes

---

At the conclusion of the subject students will be able to: apply knowledge of the wider environment to the evaluation of operational activities within a particular work setting such as the ACS and within ones own operational area; undertake strategic planning and strategic thinking in a systematic manner; apply strategic thinking in the formulation and revision of legislation, policies, procedures and guidelines; and deploy one personal leadership capacities to enhance outcomes achieved by others.

## Class Contact

---

This subject is designed to be delivered in flexible delivery mode and the contact hours will be dependent upon the participant's background, ability to assimilate the information and access to opportunities to apply the knowledge. Contact, between participant and tutor will be by phone, email, video-conferencing, or workshops, as required. In the event that the subject is delivered through a traditional face-to-face method, the contact hours will be approximately forth two hours for lectures and tutorial.

## Prerequisite

---

Subject to the discretion of the course convener. Normally, students would have at least 12 credit points from Advanced Diploma units including Business Economics and Management Accounting.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Strategic Management & Leadership (5263)

---

**Level:** 1      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

At the conclusion of the subject students will be able to apply knowledge of the wider environment to the evaluation of operational activities within a particular work setting such as the ACS and within ones own operational area; undertake strategic planning and strategic thinking in a systematic manner; apply strategic thinking in the formulation and revision of legislation, policies, procedures and guidelines; and deploy one personal leadership capacities to enhance outcomes achieved by others.

### Prerequisite

---

Subject to the discretion of the course convener. Normally, students would have at least 12 credit points from Advanced Diploma units including Business Economics and Management Accounting.

### Syllabus

---

The subject is designed so that students will practically apply a range of theories and concepts. Its centrepiece is an action research project, which students will undergo in their particular work place. The subject also practices the arts of strategic management and leadership through experiential learning processes based on participative management situations.

### Class Contact

---

This subject is designed to be delivered in flexible delivery mode and the contact hours will be dependent upon the participant's background, ability to assimilate the information and access to opportunities to apply the knowledge. contact, between participant and tutor will be by phone, email, video-conferencing, or workshops, as required. In the event that the subject is delivered through a traditional face-to-face method, the contact hours will be approximately forth two hours for lectures and tutorial.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Counselling Theory M (5276)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject addresses the inter relationship between theory and practice in counselling by developing an understanding and model of analysis for traditional theories of counselling. Through this analysis students clarify and develop their own model of mental health and framework for counselling practice. This personal developing model is then evaluated in the light of professional and ethical issues. Experiential teaching methods are incorporated with more traditional learning approaches and self-reflection.

### Learning Outcomes

---

After studying this subject participants will be able to have developed an understanding of various contemporary and traditional theories of counselling; demonstrate some counselling techniques including icebreaker, awareness, and values clarification activities, and techniques associated with various traditional theories; develop and clarify their own understandings and values in relation to models of mental health, assessment, counselling practice and theories of counselling formulate a working framework for counselling practice including issues related to professional and ethical practice.

### Class Contact

---

Up to three hours a week or equivalent.

### Prerequisite

---

Admission to the Counselling Program or permission of the Program Convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums



## Unit: Community Field Experience 1 M (5278)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

After studying this subject participants will be able to apply their personal framework of counselling in an applied setting; further develop various techniques and skills used in counselling; demonstrate professional and ethical practice.

## Class Contact

---

One hour a week or equivalent and eighty hours of supervised placement.

## Prerequisite

---

Admission to the Counselling Program or permission of the Program Convener.

## Syllabus

---

Students will undertake a supervised counselling placement. In this placement of 80 hours students will be involved in a counselling setting where they will observe counselling practice, conduct initial interviews clients, and write appropriate case notes.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Group Counselling M (5279)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

After studying this subject participants will be able to develop an understanding of various theories of group counselling; develop an understanding of various techniques used in group counselling; be able to demonstrate group counselling techniques including group leadership skills, and constructive methods of processing change and conflict in groups; formulate a working framework for group counselling including issues related to professional and ethical practice in groups.

## Prerequisite

---

Admission to the Counselling Program or permission of the Program Convener.

## Syllabus

---

Students will participate in and lead a number of counselling group sessions from a variety of differing theoretical perspectives. These group sessions will allow students to examine the developmental stages of groups; the skills involved in group leadership, resolving conflict in groups, and creating an atmosphere for therapeutic change in groups. Through participation in these activities students will reflect on the ethical and professional issues in therapeutic groups and develop group counselling skills.

## Class Contact

---

Up to three hours a week or equivalent.

## Unit: Applications of Counselling 2 M (5280)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Students select from a variety of specialised options, which may include crisis counselling, career counselling, bereavement counselling, minority counselling, multicultural counselling, trauma counselling, stress management and/or lifestyle counselling. Each option will include both practical and theoretical work and more than one theoretical approach will be presented. The actual format of the class contact will be flexible depending on the size of the group.

## Learning Outcomes

---

After studying this subject participants will be able to have developed an understanding of various theories of counselling as they apply to a specialised area of counselling; demonstrate some counselling techniques that are useful in a specialised area of counselling; formulate a working framework for counselling practice including issues related to professional and ethical practice for a specialised area of counselling.

## Prerequisite

---

Admission to the Masters Program in the School of Professional and Community Education or permission of the appropriate Program Convener.

## Class Contact

---

Up to three hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applications of Counselling 1 M (5281)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Students select from a variety of specialised options, which may include crisis counselling, career counselling, bereavement counselling, minority counselling, multicultural counselling, trauma counselling, stress management and/or lifestyle counselling. Each option will include both practical and theoretical work and more than one theoretical approach will be presented. The actual format of the class contact will be flexible depending on the size of the group.

## Learning Outcomes

---

After studying this subject participants will be able to have developed an understanding of various theories of counselling as they apply to a specialised area of counselling; demonstrate some counselling techniques that are useful in a specialised area of counselling; formulate a working framework for counselling practice including issues related to professional and ethical practice for a specialised area of counselling.

## Class Contact

---

Up to three hours a week or equivalent.

## Prerequisite

---

Admission to the Masters Program in the School of Professional and Community Education or permission of the appropriate Program Convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Studies in Education M (5290)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject requires a student to investigate and report on a problem or issue in professional practice relevant to their own work. Approaches to the investigation can include literature searches, a small scale field study, and a reflective journal. Students will have an appointed supervisor who will provide guidance for the study. Students are expected to report their work through publication in a professional or academic journal(s) and/or to report orally to their colleagues. As the capstone subject in the Master of Education (coursework) course, students are likely to build on study they have undertaken in previous subject in the course.

### Learning Outcomes

---

On successful completion of this subject students should be able to articulate a coherent understanding of the issues within an area of professional practice; recommend changes to professional practice; apply the new insights to their knowledge and understanding to professional colleagues.

### Prerequisite

---

Completion of at least two subjects in the Master of Education course.

### Class Contact

---

Variable and to be negotiated with supervisor.

## Unit: Facilitating Organisational Learning M (5295)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2003, 2005, 2006, 2007)

- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

After studying this subject participants will be able to explain the concept of organisation development; explain the nature of facilitating organisational change and development; list the impact that various perspectives of change may have on organisation development; list strategies of effective leadership; apply knowledge and insights gained from the literature to examples of change and development in particular professional settings.

### Class Contact

---

Up to three hours a week or equivalent.

### Syllabus

---

This subject focuses on the implementation of change, that is, the putting of ideas successfully into practice. Following an introduction which deals with the meanings of change, students will study change from various perspectives change as technological activity, change as political activity, change as cultural transformation. This background will serve as a basis for examining factors which support or inhibit change in organisations and the role played by various individuals and groups in change processes. Attention will be directed to the strategies and importance of effective leadership and developing professionalism in working with change. Students will be encouraged to apply knowledge and insights gained from conceptual writings and research findings to examples of change in their particular professional settings.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Training, Dev't & Knowledge Transfer M (5296)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Learning Outcomes

---

After studying this subject participants will be able to explain the nature of the learning organisation; explain the process of knowledge acquisition and transfer; list implications of adult learning requirements for HRD practitioners; explain the significance of needs analysis and the role of learning objectives; outcomes for adult learning; list the theories and principles of how adults learn within a context of personal reflection; explain how to implement strategies that link people development to organisational culture; explain the concept of professional development and apply to broader HRD issues.

### Class Contact

---

Up to three hours a week or equivalent.

### Syllabus

---

This subject addresses the nature of the learning organisation and the process of knowledge transfer with particular attention to the recognition of knowledge needs and the techniques by which knowledge can be best acquired. The theories and principles of how adults learn will be set in a context of personal reflection. Strategies for linking professional development to institutional culture will be explored within a context of approaches to and techniques of professional development. Students will be encouraged to test, reflect upon and apply their own experience and preferences for learning within a comparative peer group context.

## Unit: Human Resource Development Thesis M:FT (5297)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered (Also available in: 2007)

### Syllabus

---

The purpose of this subject is to introduce students to the basic elements of human resource management as a method of organising the workplace. Participants will critically assess the relationship between strategy and the core HRM activities such as recruitment, selection, appraisal and pay systems, planning, training and development, career and succession management, and approaches to the quality of working life. They will locate HR strategies within their organisational, business, demographic, economic, legislative and industrial contexts.

### Learning Outcomes

---

Successful students will be able to analyse cases in order to identify issues and approaches in human resource management; of skills; demonstrate competency in writing reports and making oral presentations on strategies in human resource management; and debate the merits of a range of approaches to attracting, retaining, developing and motivating staff within relevant internal and external contexts.

### Prerequisite

---

Introduction to Management or Organisation Theory and Organisational Behaviour or consent of Head of School.

### Class Contact

---

Three hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Environmental & Resource Economics (52)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Microeconomics 1 or Economics 1A or permission of the lecturer.

### Class Contact

---

Three to four hours a week.

### Learning Outcomes

---

On completion of this subject, students should be able to have an enhanced understanding of the relationship of the economy with the ecology that sustains it; use economic theory to analyse environmental problems; derive relevant policy prescriptions.

### Syllabus

---

This subject is designed to give students a comprehensive coverage of the theory and practice of environmental and resource economics. The subject will show that environmental and resource issues can be integrated into economic analysis. The implication of this integration for environmental policy and management will be examined. A central theme of the subject will be contrasting approaches of technocentric/optimistic/market and ecocentric/pessimistic/regulatory approaches to environmental policy.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Discourse Studies M (5305)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Prerequisite

---

Linguistics PG or consent of the Head of Program.

## Learning Outcomes

---

By the end of the subject it is intended that students will be able to critically analyse spoken interaction and to evaluate written text with reference to discourse features.

## Syllabus

---

The four modules in this subject treat discourse analysis, speech act theory, conversational analysis and cross cultural pragmatics.

## Class Contact

---

Three hours a week.

## Unit: Advanced Education Studies 1 M (5308)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2003, 2005, 2006, 2007)

- S1A (BRUCE, Legacy)
- S1A (BRUCE, INT-HIST)
- S2 (BRUCE, INT-F2F)
- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

When offered to a cohort of students, three hours a week. For individual student study, contact pattern is to be negotiated with supervisor.

## Learning Outcomes

---

The planned learning outcomes will be as stated for each of the specialised studies in Education as they have been developed, either for a cohort of students, or an individual student pursuing a specific project.

## Syllabus

---

This subject allows specialised study of educational practice and/or policy by a cohort of students or an individual student. These subjects allow specialised offerings to be developed for Summer and Winter Schools. Where a study is to be carried out by an individual student a contract of the work to be undertaken will be developed in association with an appointed supervisor and will need the approval of the convener of the Master of Education (coursework).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Advanced Education Studies 2 M (5309)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered (Also available in: 2003, 2005)

### Class Contact

---

When offered to a cohort of students, three hours a week. For individual student study, contact pattern is to be negotiated with supervisor.

### Learning Outcomes

---

The planned learning outcomes will be as stated for each of the specialised studies in Education as they have been developed, either for a cohort of students, or an individual student pursuing a specific project.

### Syllabus

---

This subject allows specialised study of educational practice and/or policy by a cohort of students or an individual student. These subjects allow specialised offerings to be developed for Summer and Winter Schools. Where a study is to be carried out by an individual student a contract of the work to be undertaken will be developed in association with an appointed supervisor and will need the approval of the convener of the Master of Education (coursework).

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Reflection on Education Practice M (5310)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Learning Outcomes

---

On completion of the subject students will be able to conduct an informed critical analysis of their own teaching practices and those developed by others; be familiar with past and current trends in concepts of effective teaching, understand the major issues affecting changes in teaching practices and make informed judgements about possible future directions in teaching practices.

## Prerequisite

---

## Syllabus

---

This subject provides an opportunity for educators to reflect on past, current and future best teaching practices in educational organisations; to analyse the theory underlying these practices and to consider how these developments have affected their own approaches to teaching.

## Class Contact

---

Up to three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Investigating Curriculum & its Context M (5311)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Class Contact

---

Up to three hours a week or the equivalent.

### Syllabus

---

In the many fields of education - whether on-the-job training, early childhood, schooling or past-compulsory sectors - curriculum is a highly contested aspect of many debates, locally, nationally and internationally. A multi-disciplinary approach, raising political, sociological, historical and ethical questions, allows students to explore and develop critical perspectives on these key contemporary curriculum issues. This is then consolidated by design and/or evaluation of research projects focussing on curriculum, building ethical and pragmatic appreciation of research design, in both their conceptual and practical dimensions.

### Learning Outcomes

---

By the end of the subject, students will be able to articulate a critique of contemporary debates in curriculum; apply analytic approaches drawing on at least two disciplines to a curriculum issue in the education sector of their choice; and evaluate research designs for investigating curriculum questions.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Education Studies 3M (5312)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2006)

- S1A (BRUCE, INT-HIST)

### Class Contact

---

When offered to a cohort of students, three hours a week. For individual student study, contact pattern is to be negotiated with supervisor.

### Syllabus

---

This subject allows specialised study of educational practice and/or policy by a cohort of students or an individual student. These subjects allow specialised offerings to be developed for Summer and Winter Schools. Where a study is to be carried out by an individual student a contract of the work to be undertaken will be developed in association with an appointed supervisor and will need the approval of the convener of the Master of Education (coursework).

### Learning Outcomes

---

The planned learning outcomes will be as stated for each of the specialised studies in Education as they have been developed, either for a cohort of students, or an individual student pursuing a specific project.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Leadership in Learning Organisations M (5316)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013)

### Syllabus

---

This subject identifies the place and elements of leadership and management roles within organisations and identifies the characteristics of effective leaders. Students are encouraged to apply principles of effective management to organisational resources, including staffing budgeting. Management functions at the informational, decisional and interpersonal levels are described and applied. Global issues concerning government, business and the community are identified and students encouraged to see how these affect the leader's role and operation of organisations.

### Class Contact

---

Up to three hours a week or equivalent.

### Learning Outcomes

---

After studying this subject, students will be able to evaluate the concept of the learning organisations; list the place and elements of leadership and management roles within organisations; list the characteristics of effective leaders and their role in building learning organisations/communities; demonstrate how principles of effective management can be applied to organisational resources; describe management functions at different levels such as the informational, decisional and interpersonal; identify how global issues concerning government, business and the community and show how these apply to leadership at various levels.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Educational Futures M (5317)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject is focused on the changing demands on educational institutions and the role which information technology might play in helping to address those demands. Students have opportunities to consider the concepts and ideas underpinning the literature and research on the current and future provision of educational services; and develop their practical skills in using information technology in the delivery of those services. Key themes include the changing relationship between teacher and learner, demands on contemporary education, educational standards and measurement of outcomes, factors influencing change in education and skill development in information technology.

## Class Contact

---

Up to three hours a week or equivalent.

## Learning Outcomes

---

After studying this subject, students will be able to understand the key elements that are involved in the effective use of information technology in educational settings; be informed about the policy and resourcing implications of changing organisational design and the delivery of educational services to take account of developments in information technology; to implement effective strategies which focus on changing organisational design and the provision of learning opportunities to better meet the needs of learners.

## Unit: Professional Develop in Education Org M (5318)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to three hours a week or equivalent.

### Learning Outcomes

---

Student will be able to provide educational leadership; manage educational resources; design organisational processes to maximise student learning; evaluate and develop teaching staff.

### Syllabus

---

This subject introduces students to the nature of educational organisations and research and practice in teacher professional development. Following initial consideration of the major concepts underlying organisation theory and the distinctive nature of educational organisations and teachers' work, students are introduced to research pertaining to professional development as a strategy for improving teaching practice and organisational effectiveness. Various approaches to professional development will be presented. These relate to the theory and practice of classroom observation, the role of the supervisor and theory and practice of supervision, and collegial approaches characteristic of the processes of coaching and peer review. Contemporary issues, including teacher career structures, promotional processes, accountability and professionalism are also addressed.

## Unit: Educational Effectiveness & Evaluation M (5319)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to three hours a week or equivalent.

### Syllabus

---

This subject is designed to develop students' understanding of the term effectiveness when applied to the performance of educational institutions. The subject deals with the development and use of assessment tools and approaches in measuring organisational effectiveness and research findings on characteristics of effective educational institutions. Student's professional experiences are considered as key bases for interpreting the literature and research. They are encouraged to relate theoretical writings and research findings on the effectiveness of educational organisations to work settings with which they are familiar.

### Learning Outcomes

---

After studying this subject, students will be able to explain various conceptions of the term, effectiveness in relation to educational organisations and apply these conceptions to their own professional education work settings; understand and apply various models and indicators of organisational effectiveness in order to develop useful assessment tools and approaches appropriate to their own work settings and assess the value of research findings on factors associated with effectiveness in educational organisations.



## Unit: Educational Policy & Planning M (5320)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to three hours a week or equivalent.

### Syllabus

---

This subject is designed to develop students' understanding of educational planning and policy making, and to assist students to become better policy designers, implementers and evaluators. The place and methods of planning will be discussed, as well as the relationship of planning to learning. Techniques of policy analysis will be explored in conjunction with concepts and examples of political action in education. Topics related to policy analysis include modes of policy argument, problem structuring, forecasting, recommending action, implementation, monitoring outcomes and evaluating performance. These topics will be examined through reference to the concepts of power, participation, conflict and accountability in education.

### Learning Outcomes

---

After studying the subject students will be able to manage educational resources; liaise with government and related educational communities/organisations and stakeholders; plan, monitor and review educational policies and programs.

## Unit: Community Education Thesis A M (5321)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Community Education Thesis B M (5322)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Strategy Design and Implementation M (5323)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Education Thesis Type 1 (5324)

---

**Level:** M      **Credit Points:** 48      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Education Thesis Type 2 (5325)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Education Research Methodologies M (5326)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Learning Outcomes

---

On successful completion of this subject students should be able to understand a range of approaches to research design and apply these to the development of their research proposal; select and construct appropriate field techniques for the investigation of their research problem; and plan an appropriate way of analysing research data in their research project.

### Syllabus

---

This subject assists research students in Education to develop an appropriate research design for their project. It also develops their understandings and skills in a range of research techniques, including analysis of data.

### Class Contact

---

Up to 3 hours a week, or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Education Research Design & Techniques M (5327)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject provides a critical overview of methodologies that inform research design and techniques in Education, including empiricist, interpretive, critical and post structural methodologies. Students formulate possible research problems and questions for their own research project using these foundational frameworks.

### Learning Outcomes

---

On successful completion of this subject students should be able to understand critically the interdependence of theories of knowledge, research methodologies and research techniques; understand the methodological options available to researchers in Education; formulate research questions relevant to their topic area within different methodological frameworks; and articulate their own position as a researcher within the range of methodologies.

### Class Contact

---

Up to 3 hours a week, or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Education Research Project M (5328)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered (Also available in: 2007)

## Learning Outcomes

---

On successful completion of this subject students should have developed their skills and understandings of research processes; and be able to develop further aspects of their thesis proposal through their literature search, or pilot study (for students proceeding to a thesis).

## Syllabus

---

This individually supervised subject allows a Master of Education (Research) student to undertake some preliminary research in the formulation of the student's research topic. A student may include a literature search and/or some pilot field investigation as part of this subject. Students from other courses may undertake a defined research project which will be individually supervised.

## Class Contact

---

Variable.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Lawyers & Professional Responsibility G (5331)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of the course of study in this subject students will be able to understand the role and functions of the legal profession; the law applying to professional and judicial regulation of barristers and solicitors; lawyers' duties to their clients; other legal duties affecting lawyers.

## Syllabus

---

This subject examines the role of lawyers in the legal system and their broader social obligations. Attention will be given to the history, organisation and functioning of the profession as well as to the place of ethical rules and professional discipline. The subject will also examine the types of legal work and work structures within the profession, the cost of legal services and problems of gaining access to legal services in Australia. It will also consider the role of non-lawyers in the legal system.

## Prerequisite

---

Basic Legal Principles G or Concepts and Elements of Law G or equivalent.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Legal Research & Writing G (5334)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Law

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Class Contact

---

Three hours a week.

### Prerequisite

---

Undergraduate degree or status or admission on basis of sufficient work experience as per University rules in relation to Graduate Certificates, Graduate Diplomas, and successful completion of at least 6 law subjects (or by permission of the Subject Convener). Students are also assumed to have basis IT skills, such as word processing, familiarity with the internet sufficient to use e-mail and to access subject and research databases.

### Learning Outcomes

---

On successful completion of this subject, students will have an enhanced capacity for legal research and a greater awareness of, and capacity for, precision, accuracy and clarity in legal writing. Students will acquire a knowledge of the historical development of the dissemination of the law, the sources of law in selected overseas jurisdictions and the nature and relevance of sources for legal research and the ways of obtaining such sources. Students will also learn how to develop a research concept into a research proposal for a possible dissertation topic.

### Syllabus

---

This subject aims to provide students with the research, analytical and writing skills required for successful postgraduate studies in law. It aims to place traditional and electronic legal research skills within an advanced theoretical framework, and to give students a firm grounding in legal writing. The first part of the subject is devoted to refreshing and enhancing students legal research skills, using both hard copy and electronic resources. The second part of the subject is spent on legal writing, introducing students to the discipline of legal drafting as well as developing their existing writing skills. Research methodologies will include researching Australian and overseas legal materials and computer assisted legal research. Assessment will include the preparation of a substantial research proposal.

## Unit: Criminal Law G (5335)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Upon satisfactory completion of this subject students will understand and be able to apply the principles of the criminal law as practised in the Australian Capital Territory and New South Wales. Students will develop further the skills of legal reasoning and analysis, advocacy, legal research and writing, and problem solving.

## Class Contact

---

Three hours a week.

## Prerequisite

---

Basic Legal Principles G or Concepts and Elements of Law G or equivalent.

## Syllabus

---

This subject will provide students with an understanding of the principles of the criminal law of the Australian Capital Territory and New South Wales. It examines the mental and physical elements of offences with particular reference to homicide, non-fatal offences against the person, sexual offences, drug offences, theft and larceny, inchoate offences, defences and complicity. The subject will also introduce students to criminal practice including the standard of proof, the formation and role of the jury and the trial process.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Litigation & Dispute Processing G (5336)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Basic Legal Principles G or Concepts and Elements of Law G or equivalent.

### Class Contact

---

Four hours a week.

### Syllabus

---

This subject will provide students with a grounding in various dispute resolution methodologies. Particular attention will be given to issues of jurisdiction, standing, court procedures and the duties of advocates and the rights of parties. The course will also introduce students to alternative modes of dispute resolution (eg negotiation, mediation, and arbitration).

### Learning Outcomes

---

On completing this subject, students will understand the nature, appropriateness, strengths and weaknesses of various forms of dispute resolution, be able to demonstrate the communication skills involved with client interviewing; acquire some practical experience in mediation skills and techniques; have acquired a basic understanding of the rules of civil procedure, the principles underlying those rules and their relationship to substantive law; have demonstrated legal drafting skills in relation to pleadings and other litigation documents; and be able to identify major areas of reform to the rules of civil procedure, especially in regard to enhancing access to justice and ensuring the efficient resolution of legal disputes.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Law of Obligations G. (5337)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to introduce participants to the scope of civil obligations in Australia and to provide participants with an understanding of the policy and principles governing the law of torts and the law of restitution. The emphasis of the course is on the law of torts.

## Prerequisite

---

Concepts and Elements of Law G or equivalent. Students must have successfully completed study in the Law of Contracts or be undertaking study in that subject contemporaneously with this subject.

## Class Contact

---

Four and a half hours a week.

## Learning Outcomes

---

On successful completion of this subject, participants will acquire a basic knowledge of the nature of civil obligations and in particular the relationship between those obligations recognised in the law of torts, those in the law of contract and those restitutionary obligations dealt with towards the conclusion of the subject; acquire an understanding of the development of torts law and its present day scope, as well as issues of policy arising in tort liability; acquire a thorough understanding of the nature and scope of the most important torts; acquire an understanding of the nature and scope of the law of restitution (sometimes referred to quasi-contract or unjust enrichment) and a basic awareness of equitable and fiduciary obligations; and participants will have demonstrated a sound capacity for legal analysis and legal problem solving in torts and restitutionary law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Evidence G (5338)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Four hours a week.

## Learning Outcomes

---

See subject 004620 Evidence (LLB).

## Prerequisite

---

Basic Legal Principles G or Concepts and Elements of Law G or equivalent.

## Syllabus

---

See subject 004620 Evidence (LLB).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Intellectual Property Law M (5340)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject is aimed to provide lawyers, and non-lawyers who have a basic legal literacy (eg managers in the IT industry and in government and business), with an essential knowledge and awareness of intellectual property issues in order to function effectively in this area. Intellectual Property will examine the workings of Australian copyright law and the operation of international conventions in that field, computer and cyberspace law, trade secrets, design, patent and trademark law and their interaction with unfair competition laws. Attention will be given to the historical, legal and policy aspects of the development of the law.

## Learning Outcomes

---

A student who has successfully completed this subject will: acquire an understanding of the basis principles of Australian Intellectual property law; acquire an understanding of the development of the law in response to technological change and those key issues of policy which lie behind the law; acquire an understanding of the relevance and application of international treaties and agreements in intellectual property; acquire an understanding of the practice of the exercise of rights in this field, including the full and partial assignment of rights, statutory and voluntary licences, and the kinds of contractual and other undertakings, including employment undertakings, affecting such rights.

## Prerequisite

---

Course entry requirements.

## Class Contact

---

Three hours a week over one semester, or taken in intensive mode - the subject is nominally thirty nine hours equivalent face-to-face. This may vary depending upon the use of distance education or other flexible delivery modes. In addition, the student is expected to undertake an additional three hours for each equivalent face-to-face contact hours.

## Unit: Software Engineering 3B (5341)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is based on a substantial role-playing case study. Students will learn about the strategic context of projects, and processes and techniques of quality and project management. Human issues such as group dynamics and team building in the context of systems development are also addressed.

## Learning Outcomes

---

At the successful completion of this subject students will be able to analyse the requirements of a given information system, apply the tools and techniques of project and quality management, work constructively in groups, and present their findings in both written and oral forms.

## Class Contact

---

Up to five hours of lectures and tutorials a week plus role playing interviews and presentations of up to four hours per group a semester.

## Prerequisite

---

Information Technology 1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Software Engineering 3A (5342)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Software Technology 2 or Software Engineering 2A, Information Systems Design.

### Class Contact

---

Up to four hours a week.

### Learning Outcomes

---

At the successful completion of the subject a student; is capable of starting work in a team of software engineers and be involved in any process regarding the building of quality and reliable large software systems; knowledgeable in the principles and applications of requirements definition, requirements specification analysis, software design, software implementation, software testing and validation techniques and approaches; has a working knowledge of designing software for reuse and with reuse; is able to choose a development methodology appropriate to a specific software project; has a background in software quality management and has a working attitude in harmony with the goals and principles of software engineering, as well as appropriate professional ethics.

### Syllabus

---

Main emphases in this subject are the theory and practice, techniques and processes for designing and implementing large software systems. This subject builds on previous Programming and Information Systems subject to achieve it's aim of bringing together, for students, various aspects of software engineering encountered so far in their course, and introduces some new and developing concepts.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Software Engineering 2B (5343)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

this subject provides an understanding of the "system software" elements of a computer system, from a programmer's view of machine architecture through to the workings of operating systems and their user and programming interfaces. Topics covered include assembly language; hardware features that support both modern operating systems and high level programming languages; the Application Programming Interface (API) of the operating system; the role of the operating system in process management, memory management, and resource management including deadlock avoidance; file systems including disk management; and performance factors. Unix and Windows are used and studied.

## Prerequisite

---

Software Engineering 1B and Computing Mathematics 1.

## Class Contact

---

Up to five hours a week.

## Learning Outcomes

---

On successful completion of this subject students will be able to demonstrate a basic understanding of computer architecture; construct simple assembly language programs; write simple software to manage system interrupts; write software that uses system level APIs provided by an operating system; solve problems associated with process management, memory and other resource management, and file system management; and use advanced features of an operating system shell.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Software Engineering 2A (5344)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides a systematic approach to the art and science of software construction. The subject provides an in-depth study of the software construction process. Topics covered include; Modular programming constructs, including encapsulation, information hiding, inheritance and polymorphism, the specification, modularisation and verification of abstract data types (ADTs); dynamic data structures and recursion including lists and trees; search tables. For ADTs in general, the subject deals with operations, representation and algorithms, space and time efficiency, and appropriateness for different applications.

## Corequisite

---

Computing Mathematics 2 or Mathematics 2.

## Prerequisite

---

Introduction to Software Engineering and Software Engineering 1B and Computing Mathematics 1 or Mathematics 1.

## Learning Outcomes

---

On completion of this subject students should be able to construct software which is correct, robust, and maintainable; design new modules from existing library modules; choose data structures appropriate to an application; recognise and apply the principles of good software design; construction efficient algorithms for small problems; and use such design constructs as dynamic data structures, recursive algorithms and abstract data types.

## Class Contact

---

Two hours of lectures plus up to one and a half hours of lab/tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Software Engineering 1B (5345)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours of lectures plus up to two hours of lab/tutorial a week.

### Syllabus

---

This subject lays the foundation of the art and science of software construction, introducing sufficient theory and practice of computer programming to enable further studies in computing. Topics covered include problem solving within an application framework; modular program construction including the principles of problem oriented data abstraction, encapsulation and information hiding; reusable component libraries; static data structures; sequential file I/O; and introductions to specification and code documentation; testing and correctness.

### Corequisite

---

Computing Mathematics 2 or Mathematics 1.

### Learning Outcomes

---

On successful completion of this subject students will be able to build a complete and correct application using the skills of reuse of library modules; application of the principles of encapsulation and information hiding; and validation and testing. The students will be able to apply basic design constructs including structured data types and iterative control structures.

### Prerequisite

---

Introduction to Software Engineering.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Software Engineering 1A (5346)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to five hours a week.

### Syllabus

---

This subject examines the place of Information Technology and Software Engineering in the modern world, and introduces students to the working of computers, software and information systems. Topic covered include The IT revolution and its effects on society today and in the future; the process of information systems design; IT in the business context; basic network concepts and terminology; the use of world-wide computer networks; an introduction to basic hardware concepts and how computers work; an introduction to programming environments, concepts and practice; an introduction to the concepts of software engineering and an introduction to the concepts of data base management.

### Learning Outcomes

---

On completion of this subject students will have an appreciation of the overall field and a basic understanding of the technology and programming environments used in the small office as well as in larger systems, and they will be capable of extending an existing application using basic data types and basic algorithm constructs.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Software Engineering Project (5348)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject builds on the core subjects in software engineering and draws them together to emphasise the theory and practice of software construction. The subject uses a variety of tools and techniques to manage, design, analyse and implement a high-quality practical information systems project typical of systems that exist in industry, government and small business; students will be guided to use these tools and techniques within a sound framework of software engineering principles. Project and quality management, and system design and implementation procedures, covered in earlier subjects are expected to be applied with emphasis on proper planning and control in project management reviews and usability evaluations, design and use test data and procedures, and provide high-quality interactive interfaces that are simple to use.

## Class Contact

---

Up to five hours a week.

## Learning Outcomes

---

On successful completion of this subject students will: be able to work effectively and efficiently in a team to analyse, design and implement a high-quality practical project; and understand and be able to apply software engineering and software quality assurance principles in the software and systems development environment.

## Prerequisite

---

Information Technology 2, Files and Databases, Software Engineering 2B, Object-Oriented Software Design, Software Engineering 3A, and Software Engineering 3B.

© 2004-2019 University of Canberra

## Unit: Software Engineering 4B (5349)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** Not offered (Also available in: 2007, 2008)

## Learning Outcomes

---

on successful completion of this subject student should be able to express the computational costs of algorithms quantitatively; understand the capabilities and limitations of software verification techniques; be familiar with areas of advanced computer engineering; be able to apply their conceptual understanding to the assessment of real engineering situations; and be able to read, assess, and explain the subject material from computing research papers.

## Class Contact

---

Up to five hours a week.

## Syllabus

---

This subject contains a section on advanced computer science topics, and a section designed to follow the rapid changes occurring in computer engineering technology and practice by having a flexible content which changes from year to year to reflect the latest trends in the field. The first section deals with software verification, computability and complexity, and the second typically contains two small modules. Students have a significant input in the choice of the module topics, which may relate to technical innovation, the research interests of staff and higher degree students, proceedings of conferences, public sector policy, and developments in industry.

## Prerequisite

---

Software Engineering 3A.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Financial Institutions and Markets M (5351)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completing this subject, students will understand the working of the financial markets and the instruments integral to their operations; understand the role of banks and non-bank financial institutions in the financial system; be able to explain the functions and working of equity markets, corporate debt markets, public debt market, foreign exchange market and the market for derivatives. Development of generic skills like problem-solving and presentation skills will be an important outcome from the course work of this subject.

## Syllabus

---

This subject examines the institutional and operational aspects of the Australian financial system. It consists of three related parts (i) introduction to the Australian financial system; (ii) working of the financial markets and instruments; and (iii) the functions of financial institutions and their regulators. It is intended that students appreciate the evolving nature of the Australian financial system and the forces of innovation and change including changes in regulatory philosophy, entrepreneurial and global activity by market participants, and technological developments.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Instrumentation & Control (5354)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

From this subject students will have acquired skills in the design and analysis of electronic instruments for data acquisition and control systems and should be able to apply feedback principles in the design of closed loop control systems.

## Prerequisite

---

Electronic Engineering 2A and 2B, Signals and Telecommunications.

## Syllabus

---

This subject is concerned with the theoretical principles, characteristics, architecture and design of electronic instrumentation systems used for measurement and control. Measurement principles, tolerances, error analysis and relevant statistical theory will be studied. Transducers, signal conditioning, data conversion and real-time processing are discussed in the context of computer based data logging, control and automatic test systems. The General Purpose Interface Bus (EEE-488) and LabView are used to provide students with practical experience and to illustrate instrumentation principles. General procedures for analysing control systems will be developed so that different control problems can be analysed within the same mathematical framework. Analysis will be studied in the time domain and in the s-plane using Laplace transforms together with stability analysis and PID design. Digital control using the z-transform will be introduced.

## Class Contact

---

Up to eight hours a week of lectures, tutorials and laboratory work.

© 2004-2019 University of Canberra

## Unit: Radio Communications (5355)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Class Contact

---

Up to eight hours a week of lectures, tutorials and laboratory work.

## Prerequisite

---

Engineering Physics 2A, Differential Equations.

## Syllabus

---

This subject provides the integrated development of electromagnetic theory necessary to address the applications areas of radio communications, microwave and optical fibre communications, antennas and satellite communications. Major topics include electromagnetic concepts complex algebra, plane waves, separated variable analysis, Maxwell's equations, free space and guided electromagnetic wave propagation, transmission lines, waveguides and antennas.

## Learning Outcomes

---

After successfully completing this subject students will be able to apply their understanding of Maxwell's equations to the solution of problems encountered in the field of radio wave and optical communications, understand the theory of transmission lines, waveguides and antennas and be able to use this knowledge in basic engineering applications.

## Corequisite

---

Multivariate Calculus.

## Unit: Optics and Photonics (5356)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered (Also available in: 2003)

### Prerequisite

---

Engineering Physics 2A, Electronic Engineering 2B, Differential Equations.

### Learning Outcomes

---

On completion of this subject, students will be able to apply their acquired knowledge in optics, optoelectronics and photonics to the analysis and design of modern optical communication and instrumentation systems.

### Syllabus

---

This subject provides a theoretical and practical introduction to the fields of optics, optoelectronics and photonics relevant to optical instrumentation and optical communications. Major topics include Optics Polarisation, interference, diffraction and non-linear optics; Optoelectronics Lasers, laser diodes and photo-detectors; optoelectronic integrated circuits; Photonics Co-ordinate systems, Bessel functions, further separated variable analysis, optical fibres multimode and single mode fibres and devices their characteristics and applications to lightwave communications and optical metrology; electro-optic devices.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Signals and Telecommunications (5357)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Syllabus

---

The subject further develops, with applications in telecommunications and signal processing systems, fundamental concepts of signal representation, analysis, transmission, processing and detection. Major topics include Analogue and digital signals, noise in electronic systems, and principles of telecommunications.

### Prerequisite

---

Electronic Engineering 2A and 2B.

### Learning Outcomes

---

from this subject students should be able to describe, analyse and apply the concepts of signal and noise representation in signal processing and telecommunication systems. Students will also learn the circuit design of transmitters and receivers used in communication systems.

### Class Contact

---

Up to eight hours a week of lectures, tutorials, laboratory work and group activities.

## Unit: Systems Engineering Studies (5359)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to eight hours a week of lectures, tutorials, case study discussions and visits to industrial sites.

### Prerequisite

---

Completion of all third year engineering core subjects, twelve weeks industrial experience.

### Learning Outcomes

---

Students will become familiar with the technical, professional and ethical issues relating to the design, commissioning and operation of electronic and communication engineering systems. Research, presentation, reporting and communication skills will be acquired in that context.

### Syllabus

---

This subject provides an introduction to professional engineering practice through a series of lectures, tutorials and case studies led by engineers working in the private and public sectors. It is intended to illustrate systems engineering applications of the three main strands of the information-engineering course.

## Unit: Aspects of Industrial Control (5360)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** Not offered (Also available in: 2005)

## Syllabus

---

This subject extends the areas of electronic instrumentation and control. Digital signal processing will be studied in the context of digital control systems. Aspects of fuzzy logic will be discussed and applied to computer control systems. The final semester will be occupied by a series of industrial applications of instrumentation and control systems, examining industrial technology including sensors and actuators, power electronics and programmable logic controllers.

## Prerequisite

---

Instrumentation and Control.

## Learning Outcomes

---

Having completed this subject the student will have skills in analysis and design of digital and fuzzy control systems and will become familiar with technical aspects of the use of control equipment in industrial engineering systems.

## Class Contact

---

Up to four hours a week of lectures, tutorials and laboratory work.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Electronic Engineering Project (5361)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Twelve weeks industrial experience. Approved workshop skills course. Completion of at least four level 3 subjects in Engineering.

### Class Contact

---

Two hours a week of seminars, lectures and tutorials. Individual supervision by staff.

### Learning Outcomes

---

At the end of this subject it is expected that within an engineering context students should be able to analyse the needs of a client in developing a set of specifications from a design brief; evaluate the various options available in designing a system to meet those specifications; implement, test and evaluate a design against the original brief; apply the principles of project management to a complex project.

### Syllabus

---

Students undertake a major design project as members of a supervised project team. Verbal and written progress reports, seminar presentations and a major written project report are required. Lectures, tutorials and seminars cover technical areas as well as professional ethics, project management, costing, ergonomics, technical report writing and oral communication.



## Unit: Knowledge Management in Organisations (5362)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

### Syllabus

---

This subject will consider the role and function of knowledge management in a wide range of organisations. It will examine those aspects of organisational culture and behaviour that facilitate a knowledge sharing environment. It will also examine the role of technology in the knowledge management function and develop skills and attitudes important for professionals operating as key members of a knowledge management team.

### Learning Outcomes

---

On completing this subject students will understand the place of knowledge management within an organisation; have examined the theoretical underpinning of the knowledge management process; appreciate the role of technology in the knowledge management process, and through the assessment process, develop knowledge, skills and attitudes that will allow them to operate effectively as a member of a knowledge management team.

### Prerequisite

---

Research Skill, Information Provision, Information and Records Management, Information Management Planning, Introduction to Information Systems and Foundations of Systems Analysis and Design or with the permission of the Program Director of Library and Information Studies.

### Class Contact

---

Three hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Knowledge Management in Organisations PG (5363)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Foundations of Information Services PG or comparable foundation subject in other courses or with the permission of the Program Direct of Library and Information Studies.

### Syllabus

---

This subject will consider the role and function of knowledge management in a wide range of organisations. It will examine those aspects of organisational culture and behaviour that facilitate a knowledge sharing environment. It will also examine the role of technology in the knowledge management function, develop skills and attitudes important for professionals operating as key members of a knowledge management team and present some management principles that will facilitate the establishment of a knowledge management program in an organisation.

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

On completing this subject students will understand the place of knowledge management within an organisation; have examined the theoretical underpinning of the knowledge management process; appreciate the role of technology in the knowledge management process; through the assessment process, develop knowledge, skills and attitudes that will allow them to operate effectively as a member of a knowledge management team; and have examined some management principles that will facilitate the establishment of a knowledge management program in an organisation.

## Unit: Graphic Design 3.1 (5374)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Graphic Design 2.2.

## Class Contact

---

Up to five hours a week.

## Learning Outcomes

---

Students having successfully completed this subject will be able to integrate illustration, photography, computing and graphic design techniques; ascertain the appropriate techniques and media to resolve communication issues; discern the outcomes for varied conceptual approaches; work on professional graphic design projects of increasing complexity across the areas of visual identity, editorial and digital design; carry out research for design in visual communication; present designs verbally and in written form using current concepts and practices.

## Syllabus

---

This subject extends graphic design skills and integrates techniques with concepts appropriate to graphic design projects. A series of projects of increasing complexity is undertaken which reflects professional practice, including the applications of graphics to extensive promotional campaigns and corporate identity series.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Graphic Design 3.2 (5375)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Building on studies undertaken in Graphic Design 3.1, students successfully completing this subject will be able to integrate a variety of graphic design techniques to a professional level; resolve visual communication issues; discern appropriate conceptual approaches to communication issues; work on professional graphic design projects of increasing complexity across the areas of visual identity, editorial and digital design; carry out research for design in visual communication; present design verbally and in written form using current concepts and practices.

## Prerequisite

---

Graphic Design 3.1.

## Class Contact

---

Up to five hours a week.

## Syllabus

---

This subject analyses, expands and integrates the skills essential to the graphic design profession. Emphasis is placed on developing advanced conceptual and technical skills in professional projects of increasing complexity over a varied and balanced range of written, oral and visual communication projects in line with current theory and production.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Poetry & the Imagination G (5382)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2019)

## Learning Outcomes

---

On completing this subject it is expected that students will be able to: demonstrate an understanding of conceptual and technical issues related to poetry; demonstrate an understanding of the field of poetry, and of the place of their own work within that field; communicate ideas, images, narrative and affect in poetic form.

## Syllabus

---

This subject will develop skills in contemporary poetic techniques by examining poetry across the ages: from ancient Greek and Hebrew poetry, through epic verse narratives, to contemporary poetry and the modern verse novel. Students will be encouraged to explore the nature of this rich and complex mode of communication and expression with the aim of incorporating it in the items which they submit for assessment. The subject will investigate such crucial elements as voice, figures, rhyme, rhythm, intonation and the wide variety of poetic forms. Students will be encouraged to try out the skills and insights which are acquired by this process in writing workshops.

## Prerequisite

---

Enrolment in a graduate course.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Poetry & the Imagination (5383)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Creative Writing 1 and Creative Writing 2 or permission of Head of School.

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

After studying this subject, students will have a knowledge of the particularly intense use of language, have become familiar with the forms, techniques and theories of poetry, and have improved their writing skills.

### Syllabus

---

This subject will develop skills in contemporary poetic techniques by examining poetry across the ages; from ancient Greek and Hebrew poetry, through epic verse narratives, to contemporary poetry and the modern verse novel. Students will be encouraged to explore the nature of this rich and complex mode of communication and expression with the aim of incorporating it in the items they submit for assessment. The subject will investigate such crucial elements as voice, figures, rhyme, rhythm, intonation, and the wide variety of poetic forms. Students will be encouraged to try out the skills and insights which are acquired by this process in writing workshops.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Television Production Techniques (5384)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Media Production Techniques.

### Class Contact

---

A one-hour lecture and a two-hour workshop.

### Syllabus

---

This is an intermediate practical television production subject. It introduces students to the fundamentals of studio and location television production techniques. There is specific focus on editing and screen lighting principles, and students will have the opportunity to make short video productions. This is a practical and project-based subject, requiring a high level of commitment.

### Learning Outcomes

---

On successful completion of this subject it is expected that students will be able to: effectively apply the fundamental principles of lighting for short video productions; demonstrate competent use of television production equipment; and apply current techniques and methods in planning and managing television and film projects.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Interactive Multimedia (5385)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Media Production 3.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to demonstrate effective skills in interactive multimedia production, as well as an understanding of principles of interactive multimedia design and programming.

## Class Contact

---

A one-hour lecture and a two-hour workshop.

## Syllabus

---

this subject focuses on the principles and practices of interactive multimedia production. Students gain and understanding of the overall production process, as well as an opportunity to produce their own interactive multimedia programs. Key areas of conceptual concern include interactive structure, interface design, and the effective marrying of different media. At the more practical level, the emphasis is upon teaching core aspects of multimedia programming, as well as acquainting students with the broad range of multimedia production tools.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing Communication Foundations G (5388)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:**

- S1A (BRUCE, Online Only)

## Syllabus

---

The subject provides students with an overview of advertising, public relations and marketing communication. Lectures and seminars centre on the principles, practices, theories and ethics of marketing communication and the interrelationships between the professions and current practice. Students develop an understanding of the role, status and practice of marketing communication, current debates and future trends.

## Prerequisite

---

Admission of Graduate Certificate or Graduate Diploma in Marketing Communication.

## Learning Outcomes

---

An understanding of the role of marketing communication in advertising, and public relations; an introductory understanding of the application of contemporary communication theory and research to professional advertising and public relations practice; appreciation of the current debates about advertising and public relations practice; an introductory understanding of ethical and social issues involving advertising and public relations practice.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing Communication Practice G (5390)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

Building on Marketing Communication Foundations, this subject extends students' knowledge of the application of the principles and practices of marketing communication. Lectures and seminars centre on the case studies and problem solving in advertising, public relations, and marketing communication. Students develop a thorough understanding of current issues in marketing communication practice to prepare them for their own career. Students are encouraged to draw on their own professional experience.

### Prerequisite

---

Admission to Graduate Certificate or Graduate Diploma in Marketing Communication.

### Learning Outcomes

---

A thorough understanding of the application of marketing communication in advertising, public relations and communication design; a critical appreciation of the application of communication theory and research applied to professional marketing communication practice; critical awareness of the current debates and issues in marketing communication, and a thorough understanding of ethical and social issues involving marketing communication practice.

## Unit: Marketing Communication Seminar M (5391)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

### Prerequisite

---

Admission to Masters in Marketing Communication.

### Class Contact

---

See course convener.

### Learning Outcomes

---

A thorough understanding of the application of marketing communication and communication theory in informing professional practice; applied knowledge of marketing communication research, management and strategy, in informing marketing communication practice; critical awareness and participation in current debates and issues in marketing communication, and a thorough applied understanding of ethical and social issues.

### Syllabus

---

This subject examines the planning, design, implementation and evaluation of marketing communication programs and campaigns. Strategy considerations include research, setting of aims, goals and objectives, identification of target markets, creative execution of messages, budget considerations, implementation, evaluation and service delivery. Strategy development underpinned by good practice and effective management of resources - financial, human or technological are considered.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Research Project (BSc) (5392)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will be expected to be able to apply the skills and knowledge derived from a major field of study to the solution of a significant problem, or the increased understanding of a specific topic, through analysis, investigation and/or design as appropriate; and to present the outcomes of a project or investigation in oral and written forms.

## Syllabus

---

Students undertake a major independent design project, investigation or extension of the relevant major sequence, either individually supervised or as members of a supervised project team under the supervision of appropriately qualified staff. The subject brings together the skills and knowledge developed during the major sequence to produce solutions to significant problems or increased understanding of a specific topic. Emphasis will be on design if the major sequence is in computing or electronics, and on investigation or extension if the major sequence is in investment mathematics, financial analysis, physics or statistics. Oral and written progress reports, a seminar presentation and a final project report are required.

## Prerequisite

---

All year one and year two subjects of one of the major sequences within the BSc (Physical Sciences) or BSc (Investment Mathematics).

## Class Contact

---

Up to two hours a week of lectures and tutorials. Individual supervision by staff.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advertising Strategy G (5394)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject will investigate the design and evaluation of communication strategy as it applies to brand advertising, creative development and media use. After examining the effectiveness of advertising in general, the subject will consider the different models of account planning and research methodologies, including market segmentation, used in the development of brand advertising. A particular focus of this subject will be influences on consumer behaviour such as psychological, cultural and social factors and their effect on consumer information processing and buying behaviour. In addition, the subject will explore the development of the communication brief, its role in guiding effective creative strategy and efficient media selection, supported by an understanding of media data planning tools. Students will gain a strategic overview of several successful campaigns to see how campaign effectiveness benefits from the principles of communication strategy.

## Prerequisite

---

Admission to Graduate Certificate or Graduate Diploma in Marketing Communication.

## Learning Outcomes

---

The subject will enable students to plan and implement a campaign strategy that includes: defining the role for advertising in the context of a comprehensive communication strategy, writing a creative brief and evaluating creative strategy, analysing and planning media, and an understanding of the influences on consumer behaviour.

## Unit: Supervised Practice 3 M:PT (5397)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2003, 2006)

### Syllabus

---

Students will be given an opportunity of experiencing a variety of counselling placements. They will receive supervision from an on-site supervisor, as well as from the lecturer in charge of the Practice. Students will observe experienced counsellors at work in a variety of professional settings, and, as they develop confidence and competence, will themselves work with real clients under supervision. The Counselling Practice will be conducted in accordance with the guidelines stipulated by the Board of Counselling Psychologists of the Australian Psychological Society, and will be documented in an appropriate logbook.

### Learning Outcomes

---

At the completion of the Counselling Practice students: will have applied their theoretical knowledge of counselling and their counselling skills in a professional counselling setting; will have been certified as competent to carry out the duties of a counselling psychologist by their supervisor and by the lecturer in charge of the subject; will be eligible to seek membership of the Board of Counselling Psychologists of the Australian Psychological Society, will be eligible to seek unconditional registration as a psychologist with the Psychologists Board of the ACT, and will be eligible to seek employment as a counselling psychologist in the workplace.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Supervised Practice 2 M:PT (5398)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the completion of the Counselling Practice students: will have applied their theoretical knowledge of counselling and their counselling skills in a professional counselling setting; will have been certified as competent to carry out the duties of a counselling psychologist by their supervisor and by the lecturer in charge of the subject; will be eligible to seek membership of the Board of Counselling Psychologists of the Australian Psychological Society, will be eligible to seek unconditional registration as a psychologist with the Psychologists Board of the ACT, and will be eligible to seek employment as a counselling psychologist in the workplace.

## Syllabus

---

Students will be given an opportunity of experiencing a variety of counselling placements. They will receive supervision from an on-site supervisor, as well as from the lecturer in charge of the Practice. Students will observe experienced counsellors at work in a variety of professional settings, and, as they develop confidence and competence, will themselves work with real clients under supervision. The Counselling Practice will be conducted in accordance with the guidelines stipulated by the Board of Counselling Psychologists of the Australian Psychological Society, and will be documented in an appropriate logbook.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Supervised Practice 1 M:PT (5399)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the completion of the Counselling Practice students: will have applied their theoretical knowledge of counselling and their counselling skills in a professional counselling setting; will have been certified as competent to carry out the duties of a counselling psychologist by their supervisor and by the lecturer in charge of the subject; will be eligible to seek membership of the Board of Counselling Psychologists of the Australian Psychological Society, will be eligible to seek unconditional registration as a psychologist with the Psychologists Board of the ACT, and will be eligible to seek employment as a counselling psychologist in the workplace.

## Syllabus

---

Students will be given an opportunity of experiencing a variety of counselling placements. They will receive supervision from an on-site supervisor, as well as from the lecturer in charge of the Practice. Students will observe experienced counsellors at work in a variety of professional settings, and, as they develop confidence and competence, will themselves work with real clients under supervision. The Counselling Practice will be conducted in accordance with the guidelines stipulated by the Board of Counselling Psychologists of the Australian Psychological Society, and will be documented in an appropriate logbook.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Project A (5406)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

No formal classes. Student involvement over eight to thirteen weeks full time.

## Learning Outcomes

---

Successful students will gain significant experience with an industrial partner in carrying out "real world" information technology tasks at a near professional level.

## Prerequisite

---

Either System Software and Software Technology 2, or Computer Engineering 2, and not less than 36 credit points towards an undergraduate award.

## Syllabus

---

From time to time, the School is approached by outside organisations to co-operate in the development and/or maintenance of commercial Information Technology products or systems. If such a project is accepted by the School, the Head of School may allow selected students to participate in the project and to accrue credit points. An acceptable project will involve at least 240 (preferably about 400) hours over a semester per student, and certification of each student's achievement by the outside organisation is required. Entry to this subject is only by express permission of the Head of School. A member of the academic staff will monitor students' involvement, and a variation of course requirements will be pre-arranged to allow it to be counted towards approved courses. Grades will be primarily determined by performance in the development and/or maintenance work, as assessed in the certification gained by each student.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Project B (5407)

---

**Level:** 3      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

See subject 005407 Industrial IT Project A.

## Syllabus

---

As for Industrial IT Project A, but the B subject is reserved for work which has particularly high conceptual and/or design content. An acceptable project will involve at least 240 (preferably about 400) hours over a semester per student, and certification of each student's achievement by the outside organisation is required. Entry to this subject is only by express permission of the Head of School. A member of the academic staff will monitor students' involvement, and a variation of course requirements will be pre-arranged to allow it to be counted towards approved courses. Grades will be primarily determined by performance in the development work, as assessed in the certification gained by each student.

## Prerequisite

---

Either System Software and Software Technology 2, or Computer Engineering 2, and not less than 36 credit points towards an undergraduate award.

## Class Contact

---

No formal classes. Student involvement over eight to thirteen weeks full time.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Master Thesis in Applied Psychology M1PT (5408)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject is based on the requirements of the Australian Psychological Society. Students will choose a supervisor and undertake an individual research project in some area of counselling psychology. Students will participate in all steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and preparation to the report. The report will take the form of a thesis of up to 15000 words. There will be two examiners, with at least one external to the University of Canberra.

## Learning Outcomes

---

On successful completion of the subject, students will be able to design and execute a research project relating to a psychological issue to a standard acceptable to the professor; independently undertake an analysis of data derived from survey or experimental designs in counselling psychology; communicate the results of an independent research project in a form acceptable for publication in a refereed journal.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master Thesis in Applied Psychology M2FT (5409)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2006)

### Learning Outcomes

---

On successful completion of the subject, students will be able to: design and execute a research project relating to a psychological issue to a standard acceptable to the professor; independently undertake an analysis of data derived from survey or experimental designs in counselling psychology; communicate the results of an independent research project in a form acceptable for publication in a refereed journal

### Syllabus

---

The subject is based on the requirements of the Australian Psychological Society. Students will choose a supervisor and undertake an individual research project in some area of counselling psychology. Students will participate in all steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and preparation to the report. The report will take the form of a thesis of up to 15000 words. There will be two examiners, with at least one external to the University of Canberra.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master Thesis in Applied Psychology M2PT (5410)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2005, 2006)

### Syllabus

---

The subject is based on the requirements of the Australian Psychological Society. Students will choose a supervisor and undertake an individual research project in some area of counselling psychology. Students will participate in all steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and preparation to the report. The report will take the form of a thesis of up to 15000 words. There will be two examiners, with at least one external to the University of Canberra.

### Learning Outcomes

---

On successful completion of the subject, students will be able to: design and execute a research project relating to a psychological issue to a standard acceptable to the professor; independently undertake an analysis of data derived from survey or experimental designs in counselling psychology; communicate the results of an independent research project in a form acceptable for publication in a refereed journal

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Community Field Experience 2 M (5411)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Students will undertake a supervised counselling placement. In this placement of 80 hours students will be involved in a counselling setting where they will observe counselling practice, conduct initial interviews clients, and write appropriate case notes.

## Prerequisite

---

Admission to the Counselling Program or permission of the Program Convener.

## Class Contact

---

One hour a week or equivalent and eighty hours of supervised placement.

## Learning Outcomes

---

After studying this subject participants will be able to apply their personal framework of counselling in an applied setting; further develop various techniques and skills used in counselling; demonstrate professional and ethical practice.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Office Planning & Assessment M (5412)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an understanding of the problem, design, development, generation and evaluation of design solutions to spaces and places we call offices. Occupational Health and Safety legislation, policies and procedures are examined to ensure compliance and best practice. Using case studies this subject will explore design solutions in office fit-outs. On completion students will be able to interpret detailed spatial explorations, planning analyses and evaluations, interpret construction specifications, understand project design and development as well as implementation and compliance with relevant legislation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Urban Systems M (5416)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, )

- S1A (BRUCE, Online Only)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Through case studies, this subject examines the participants, nature and operations of urban investment. It also includes a study of the changing demographics, infrastructure and service demands in urban settings. In addition, ancillary topics address waste management, transport, urban ecology, open space provision, world population growth, pollution and greenhouse effects of climate change. The role of the facilities manager is reviewed in the planning, construction and occupation stages of developments taking into account the above factors.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Portfolio Asset & Investment Analysis M (5418)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1A (BRUCE, Online Only)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours a week.

### Learning Outcomes

---

Students having successfully completed this subject will be able to identify, analyse and evaluate portfolio assets and investments; develop strategic asset investment plans.

### Syllabus

---

This subject is a study of a range of asset and investment analyses related to the built environment. It develops the students' knowledge, skills and competence in developing an organisation's facility portfolio investment strategy. Case studies are used to demonstrate the techniques of portfolio asset and investment analysis.

### Prerequisite

---

Entry to the Postgraduate course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Project & Strategic Management M (5419)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines the techniques that are used in the management of projects. It is also a study of strategic management skills, including negotiation and conflict resolution. Using case studies and projects this subject will explore the application of the strategic and project management skills.

## Learning Outcomes

---

Students having successfully completed this subject will be able to identify strategic management techniques, and have the necessary skills to operate effectively in the facilities management industry.

## Class Contact

---

Up to four hours a week.

## Prerequisite

---

Entry to the Postgraduate course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Risk Management M (5420)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1A (BRUCE, Online Only)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Entry to the Postgraduate course.

### Class Contact

---

Up to four hours a week.

### Learning Outcomes

---

Students having successfully completed this subject will be able to identify, analyse and quantify risks in facilities management; develop risk management plans; implement and modify such plans.

### Syllabus

---

the subject addresses the theory and practice of risk management and assessment. Facilities management case studies are used to provide the opportunity to apply theory and practice in assessing and developing risk management plans. The subject identifies the various sectors and players in the risk management and assessment sector.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Value Management M (5421)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1A (BRUCE, Online Only)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject addresses the theory and practice of value management. Particular emphasis is placed on the analysis of the application of systems, products and services to major capital works. Life cycle costing is also included in the process.

## Learning Outcomes

---

Students having completed this subject will be able to undertake a detailed analysis of the functions of the various factors involved in the facilities management of the built environment; gain a broad understanding of the relationship of value management to other facilities management tasks.

## Prerequisite

---

Entry to the Postgraduate Course.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Environmental Analysis M (5422)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to research and apply the most appropriate energy management systems to the built environment; understand the impact of the built environment upon the regional and global setting.

## Class Contact

---

Up to four hours a week

## Syllabus

---

This subject is designed to give the student a comprehensive understanding of the environmental issues involved in the design, construction and management of facilities. The subject will cover such issues as energy management, recycling and will undertake research into reducing the impact of the built environment upon the global environment.

## Prerequisite

---

Entry to the postgraduate course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Facilities Management M (5423)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to four hours a week.

## Syllabus

---

This subject provides the opportunity to analyse issues related to facilities management practice. Relevant issues will be explored through seminars and self-directed learning. The subject will cover a number of themes, which have an impact on facilities management.

## Learning Outcomes

---

Students having successfully completed this subject will be able gain a broad understanding of the role and function of facilities management practice; gain an understanding of organisational management issues to enhance management of facilities.

## Prerequisite

---

Entry to the postgraduate course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design Studio S1 M (5424)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed two or more master of design studio programs will be able to design and document to professional standards design solutions for large scale urban programs; communicate these designs in a professional manner, verbally, graphically and in model forms. In developing urban design solutions students will demonstrate their ability to appraise policy directives, interpret and develop design strategies, synthesise and integrate knowledge from consultants and specialist professionals, including government agencies, program and manage the production of design work; critically evaluate advanced design work as part of the on-going design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

## Prerequisite

---

Admission into one of the graduate degree course work programs offered by the School of Environmental Design.

## Class Contact

---

Up to ten hours a week of office/studio work consisting of lectures/seminars/workshops/tutorials/site visits/field trips.

## Syllabus

---

the interdisciplinary master of design studio program projects will be located in urban settings. Advanced studies will be undertaken in the theory and practice of urban design, architecture and landscape architecture. Projects will be developed on themes including urban redevelopment, conservation, environmental sustainability.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design Studio S2 M (5425)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

the interdisciplinary master of design studio program projects will be located in urban settings. Advanced studies will be undertaken in the theory and practice of urban design, architecture and landscape architecture. Projects will be developed on themes including urban redevelopment, conservation, environmental sustainability.

## Class Contact

---

Up to ten hours a week of office/studio work consisting of lectures/seminars/workshops/tutorials/site visits/field trips.

## Learning Outcomes

---

Students having successfully completed two or more master of design studio programs will be able to design and document to professional standards design solutions for large scale urban programs; communicate these designs in a professional manner, verbally, graphically and in model forms. In developing urban design solutions students will demonstrate their ability to appraise policy directives, interpret and develop design strategies, synthesise and integrate knowledge from consultants and specialist professionals, including government agencies, program and manage the production of design work; critically evaluate advanced design work as part of the on-going design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

## Prerequisite

---

Admission into one of the graduate degree course work programs offered by the School of Environmental Design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design Studio S3 M (5426)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed two or more master of design studio programs will be able to design and document to professional standards design solutions for large scale urban programs; communicate these designs in a professional manner, verbally, graphically and in model forms. In developing urban design solutions students will demonstrate their ability to appraise policy directives, interpret and develop design strategies, synthesise and integrate knowledge from consultants and specialist professionals, including government agencies, program and manage the production of design work; critically evaluate advanced design work as part of the on-going design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

## Class Contact

---

Up to ten hours a week of office/studio work consisting of lectures/seminars/workshops/tutorials/site visits/field trips.

## Syllabus

---

the interdisciplinary master of design studio program projects will be located in urban settings. Advanced studies will be undertaken in the theory and practice of urban design, architecture and landscape architecture. Projects will be developed on themes including urban redevelopment, conservation, environmental sustainability.

## Prerequisite

---

Admission into one of the graduate degree course work programs offered by the School of Environmental Design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design Studio S4 M (5427)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

the interdisciplinary master of design studio program projects will be located in urban settings. Advanced studies will be undertaken in the theory and practice of urban design, architecture and landscape architecture. Projects will be developed on themes including urban redevelopment, conservation, environmental sustainability.

## Class Contact

---

Up to ten hours a week of office/studio work consisting of lectures/seminars/workshops/tutorials/site visits/field trips.

## Prerequisite

---

Admission into one of the graduate degree course work programs offered by the School of Environmental Design.

## Learning Outcomes

---

Students having successfully completed two or more master of design studio programs will be able to design and document to professional standards design solutions for large scale urban programs; communicate these designs in a professional manner, verbally, graphically and in model forms. In developing urban design solutions students will demonstrate their ability to appraise policy directives, interpret and develop design strategies, synthesise and integrate knowledge from consultants and specialist professionals, including government agencies, program and manage the production of design work; critically evaluate advanced design work as part of the on-going design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design (Land Arch) Studio S1 M (5430)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to ten hours a week of office/studio work consisting of lectures/seminars/workshops/tutorials/site visits/field trips.

### Learning Outcomes

---

Students having successfully completed two or more master of design studio programs will be able to design and document to professional standards design solutions for large scale urban programs; communicate these designs in a professional manner, verbally, graphically and in model forms. In developing urban design solutions students will demonstrate their ability to appraise policy directives, interpret and develop design strategies, synthesise and integrate knowledge from consultants and specialist professionals, including government agencies, program and manage the production of design work; critically evaluate advanced design work as part of the on-going design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

### Syllabus

---

the interdisciplinary master of design studio program projects will be located in urban settings. Advanced studies will be undertaken in the theory and practice of urban design, architecture and landscape architecture. Projects will be developed on themes including urban redevelopment, conservation, environmental sustainability.

### Prerequisite

---

Admission into one of the graduate degree course work programs offered by the School of Environmental Design.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design (Land Arch) Studio S2 M (5431)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Admission into one of the graduate degree course work programs offered by the School of Environmental Design.

### Learning Outcomes

---

Students having successfully completed two or more master of design studio programs will be able to design and document to professional standards design solutions for large scale urban programs; communicate these designs in a professional manner, verbally, graphically and in model forms. In developing urban design solutions students will demonstrate their ability to appraise policy directives, interpret and develop design strategies, synthesise and integrate knowledge from consultants and specialist professionals, including government agencies, program and manage the production of design work; critically evaluate advanced design work as part of the on-going design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

### Class Contact

---

Up to ten hours a week of office/studio work consisting of lectures/seminars/workshops/tutorials/site visits/field trips.

### Syllabus

---

the interdisciplinary master of design studio program projects will be located in urban settings. Advanced studies will be undertaken in the theory and practice of urban design, architecture and landscape architecture. Projects will be developed on themes including urban redevelopment, conservation, environmental sustainability.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Technology A M (5432)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to three hours a week of lectures/seminars/workshops/tutorials/site visits/field trips.

## Learning Outcomes

---

Students having successfully completed these two technical subjects will be able to document to professional standards technical solutions for architecture projects demonstrating understanding of standards, codes and regulatory requirements for construction.

## Prerequisite

---

Admission into the Graduate Certificate or Diploma course offered by the School of Design and Architecture.

## Syllabus

---

The program for these two subjects consists of technical work selected from the undergraduate architecture programs. The work will be selected to meet the needs of the individual students in consultation with the graduate coursework convener (architecture).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Technology B M (5433)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Admission into the Graduate Certificate or Diploma course offered by the School of Design and Architecture.

## Learning Outcomes

---

Students having successfully completed these two technical subjects will be able to document to professional standards technical solutions for architecture projects demonstrating understanding of standards, codes and regulatory requirements for construction.

## Class Contact

---

Up to three hours a week of lectures/seminars/workshops/tutorials/site visits/field trips.

## Syllabus

---

The program for these two subjects consists of technical work selected from the undergraduate architecture programs. The work will be selected to meet the needs of the individual students in consultation with the graduate coursework convener (architecture).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Technology A M (5434)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2007)

## Syllabus

---

This program for these two subjects consists of technical work selected from the undergraduate landscape architecture programs. The work will be selected to meet the needs of the individual students in consultation with the graduate coursework convener (landscape architecture).

## Prerequisite

---

Admission into the Graduate Diploma course offered by the School of Environmental Design (Landscape Architecture).

## Class Contact

---

Up to three hours a week of lectures/seminars/workshops/tutorials/site visits/field trips.

## Learning Outcomes

---

Students having successfully completed these two technical subjects will be able to document to professional standards technical solutions for landscape architecture programs of medium complexity.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Technology B M (5435)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2007, 2008)

## Learning Outcomes

---

Students having successfully completed these two technical subjects will be able to document to professional standards technical solutions for landscape architecture programs of medium complexity.

## Class Contact

---

Up to three hours a week of lectures/seminars/workshops/tutorials/site visits/field trips.

## Syllabus

---

This program for these two subjects consists of technical work selected from the undergraduate landscape architecture programs. The work will be selected to meet the needs of the individual students in consultation with the graduate coursework convener (landscape architecture).

## Prerequisite

---

Admission into the Graduate Diploma course offered by the School of Environmental Design (Landscape Architecture).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: History & Theory of Design A M (5436)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2007, 2008)

### Class Contact

---

Up to three hours a week of lectures/seminars/workshops/tutorials/site visits/field trips.

### Learning Outcomes

---

Students having successfully completed these two subjects will be able to review and communicate critically within the disciplines of design history and theory.

### Syllabus

---

Philosophical analysis of design theory and criticism and the history of urban design, landscape architecture and architecture will be considered through literature and the role of the design critic. Specific studies will be integrated with design studio projects themes.

### Prerequisite

---

Completion of the University of Canberra three year tier one award of Bachelor of Applied Science in Environmental Design (Architecture) or equivalent qualifications as approved by the course convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: History & Theory of Design B M (5437)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Prerequisite

---

Completion of the University of Canberra three year tier one award of Bachelor of Applied Science in Environmental Design (Architecture) or equivalent qualifications as approved by the course convener.

### Learning Outcomes

---

Students having successfully completed these two subjects will be able to review and communicate critically within the disciplines of design history and theory.

### Syllabus

---

Philosophical analysis of design theory and criticism and the history of urban design, landscape architecture and architecture will be considered through literature and the role of the design critic. Specific studies will be integrated with design studio projects themes.

### Class Contact

---

Up to three hours a week of lectures/seminars/workshops/tutorials/site visits/field trips.

© 2004-2019 University of Canberra

## Unit: Landscape Studio A M (5438)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2007)

## Learning Outcomes

---

Students having successfully completed these two studio subjects will be able to design and document to professional standards landscape architectural solutions for programs of medium complexity; communicate design decisions in a professional manner, verbally, graphically and in model forms, critically evaluate design work as part of the on-going design process; work as a member of a team and independently.

## Class Contact

---

Up to five hours a week of office/studio work consisting of lectures/seminars/workshops/tutorials/site visits/field trips.

## Prerequisite

---

Entry into the Graduate Diploma course offered by the School of Environmental Design (Landscape Architecture).

## Syllabus

---

The program for these two subjects consists of project work selected from the undergraduate landscape architectural studio programs, selected to meet the needs of the individual students in consultation with the graduate coursework convener (landscape architecture).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Studio B M (5439)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2007, 2008)

### Class Contact

---

Up to five hours a week of office/studio work consisting of lectures/seminars/workshops/tutorials/site visits/field trips.

### Syllabus

---

The program for these two subjects consists of project work selected from the undergraduate landscape architectural studio programs, selected to meet the needs of the individual students in consultation with the graduate coursework convener (landscape architecture).

### Prerequisite

---

Entry into the Graduate Diploma course offered by the School of Environmental Design (Landscape Architecture).

### Learning Outcomes

---

Students having successfully completed these two studio subjects will be able to design and document to professional standards landscape architectural solutions for programs of medium complexity; communicate design decisions in a professional manner, verbally, graphically and in model forms, critically evaluate design work as part of the on-going design process; work as a member of a team and independently.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Studio A M (5442)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Admission into the Graduate Certificate or Graduate Diploma course offered by the School of Environmental Design (Architecture).

## Class Contact

---

Up to five hours a week of office/studio work consisting of lectures/seminars/workshops/tutorial/site visits/field trips.

## Learning Outcomes

---

Students having successfully completed these two studio subjects will be able to design and document to professional standards architectural solutions for medium scale building programs; communicate design decisions in a professional manner, verbally, graphically and in model forms, critically evaluate design work as part of the on-going design process; work as a member of a team and independently.

## Syllabus

---

The program for these two subjects consists of project work selected from undergraduate architectural studio programs to meet the needs of the individual students in consultation with the graduate coursework convener (architecture).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Architecture Studio B M (5443)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Admission into the Graduate Certificate or Graduate Diploma course offered by the School of Environmental Design (Architecture).

## Class Contact

---

Up to five hours a week of office/studio work consisting of lectures/seminars/workshops/tutorial/site visits/field trips.

## Learning Outcomes

---

Students having successfully completed these two studio subjects will be able to design and document to professional standards architectural solutions for medium scale building programs; communicate design decisions in a professional manner, verbally, graphically and in model forms, critically evaluate design work as part of the on-going design process; work as a member of a team and independently.

## Syllabus

---

The program for these two subjects consists of project work selected from undergraduate architectural studio programs to meet the needs of the individual students in consultation with the graduate coursework convener (architecture).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Practice Management A M (5444)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an introduction to operating a professional office. Topics include the professional's legal position, responsibilities and duties, as well as different ways of practising. Matters of professional registration, liability and indemnity are also discussed. An introduction to business procedures including premises, business plans, budgets, financial planning, cost control and advisers and employees are included, together with discussions on office procedures and quality control. The marketing of services and various methods of presentation are covered, including verbal, written, graphic and audio-visual. The team, its co-ordination, programming and management is discussed in detail.

## Class Contact

---

Four hours a week consisting of lectures/tutorials.

## Learning Outcomes

---

Students who successfully complete this subject will have a practical appreciation of the professional's need to meet legal, programming, marketing and management objectives required in the operations and running of a professional office.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Practice Management B M (5445)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2007, 2008)

## Learning Outcomes

---

Students who successfully complete this subject will have a practical appreciation of the roles, duties and responsibilities of the members of a team in on-site project delivery.

## Syllabus

---

This subject provides an introduction to the professional's role in project delivery, including a review of planning, building and construction legislation, contract administration, site procedures, quality control, specifications and codes. Topics include the lodgement of development and building applications, the essentials of contracts/their various types and the management of projects covering cost planning, programming and co-ordination. Concepts of the team including the client, architect, consultants and contractors and their respective roles and risks, work practices, industrial relations, and work safety practices are also covered. Specifications and codes are essential components of this subjects.

## Class Contact

---

Four hours a week consisting of lectures/tutorials.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Chinese A (5446)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in Mandarin Chinese through spoken and written discussion of authentic print and electronic materials from Chinese-speaking societies. The subjects cover a range of topics relevant to those societies, relevant to relations between those societies and Australian society, and relevant to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROMs, E-journals and other Internet sources.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Chinese B (5447)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in Mandarin Chinese through spoken and written discussion of authentic print and electronic materials from Chinese-speaking societies. The subjects cover a range of topics relevant to those societies, relevant to relations between those societies and Australian society, and relevant to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROMs, E-journals and other Internet sources.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Japanese A (5448)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in the Japanese language, through spoken and written discussion of authentic print and electronic materials from Japanese-speaking societies. The subjects cover a range of topics relevant to those societies, relevant to relations between those societies and Australian society, and relevant to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROMs, E-journals and other Internet sources.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Japanese B (5449)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in the Japanese language, through spoken and written discussion of authentic print and electronic materials from Japanese-speaking societies. The subjects cover a range of topics relevant to those societies, relevant to relations between those societies and Australian society, and relevant to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROMs, E-journals and other Internet sources.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Spanish A (5450)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in the Spanish language, through spoken and written discussion of authentic print and electronic materials from Spanish-speaking societies. The subjects cover a range of topics relevant to those societies, relevant to relations between those societies and Australian society, and relevant to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROMs, E-journals and other Internet sources.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Spanish B (5451)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

These subjects are designed to increase the communicative competence of students in the Spanish language, through spoken and written discussion of authentic print and electronic materials from Spanish-speaking societies. The subjects cover a range of topics relevant to those societies, relevant to relations between those societies and Australian society, and relevant to each student's professional orientation. Materials are drawn from books, newspapers, magazines, videos, CD-ROMs, E-journals and other Internet sources.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Communication Research H (5453)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A thorough understanding of the philosophical issues of ontology and epistemology that underlie thinking about communication research, and communication research practice; knowledge of the main quantitative and qualitative methodologies in applying communication theories in research contexts; appreciation of the current debates about quantitative and qualitative methods in communication research, especially as these relate to study of texts, audiences, institutions and cultural practices; a thorough understanding of ethical, moral and social issues in applying communication research.

## Prerequisite

---

Admission to the Bachelor of Communication (Honours) course.

## Class Contact

---

Two hours a week.

## Syllabus

---

This subject provides students with a review and elaboration of the philosophical issues of ontology and epistemology that underlie our thinking about communication research, and communication research practices. The differences between quantitative and qualitative analyses are examined in the context of the applications of these methods to communication research and theory building. Case studies, focused on decision-making in research design, examine the analyses of texts, audiences, institutions and cultural practices, with emphasis given to types of evidence, contextualisation and reflexivity.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Communication Theory H (5454)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides students with a socio-historical review of the main traditions and positions in communications theory, both dominant and alternative, in order to develop a contextualised understanding of contemporary approaches to understanding communication. Australia, European, North American and, to a lesser extent, Asian theory is elaborated to examine communication as a field of study. Emphasis is given to examinations of cultural practices, local, national, regional and global trends in thinking about communication. Seminars and case studies include a focus on theory application to problems in professional practice in advertising, public relations, journalism, media and multimedia production.

## Class Contact

---

Two hours a week.

## Prerequisite

---

Admission to the Bachelor of Communication (Honours) course.

## Learning Outcomes

---

Understanding of the nature and purpose of theory and of particular ontological, epistemological and axiological issues in the theorising of communication; extended knowledge of contemporary communication theories, both dominant and alternative, and of their historical development; appreciation of current debates over the theorising of, and understanding of, communication institutions, processes, technologies, content, audiences, consumption, influence, regulation and governance; knowledge of issues arising in the application of communication of communication theories, especially to the study of cultural and intercultural practices, localisation, nationalisation, regionalisation and globalisation; understanding of ethical, moral and social issues that arise in the practise of advertising, journalism and public relations in particular, of the nature of industry, government and community interest in these issues, and of the implications they carry for the theorising of communication.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Communication Dissertation H (5455)

---

**Level:** 4      **Credit Points:** 16      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

Demonstrated ability to apply critically contemporary communication theories and research methods to inform professional communication practice, as demonstrated by the production of a dissertation or substantial project and critical commentary; demonstrated understanding of contemporary communication theories and research, and of their historical traditions and paradigms; demonstrated critical awareness of the current debates and issues involving communication theories and research, and a thorough understanding of ethical, cultural, political and social issues involving communication theories and research practice; demonstrated critical awareness of how contemporary communication theory and research can inform professional practice in advertising or public relations or journalism, or media or multimedia production.

## Syllabus

---

Production of a substantive dissertation of about 12,000 to 15,000 words on a communication topic approved by an Honours Committee of the Schools of Professional Communication, and Creative Communication and Culture Studies; or completion of a substantive media production work, and a written critical commentary, on a topic approved by an Honours Committee of the Schools of Professional Communication, and Creative Communication and Culture Studies. Seminars during the first part of Semester 1 will address the practice and production of a research dissertation or project. Students will be expected to give seminar presentations about their work.

## Class Contact

---

By arrangement.

## Prerequisite

---

Admission to the Bachelor of Communication (Honours) course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Electronic Commerce: Technical Issues M (5456)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject looks at the technical issues behind electronic commerce systems. Topics include: CGI scripts and variations; transaction modelling; Java and JavaScript; security, including encryption, certificates and firewalls; payment mechanisms; scalability.

### Prerequisite

---

Client Server Computing or other networking subject, plus Computers and Programming G or equivalent.

### Class Contact

---

Up to three hours a week, including lectures, tutorials, laboratory work, and seminars.

### Learning Outcomes

---

On completion of this subject, students will be able to judge between technical alternatives in the implementation of an electronic commerce system. They will be able to implement a small e-commerce system and be able to design more complex ones.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Electronic Commerce:Business Issues M (5457)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

The expansion of computer networks such as the Internet, has rapidly proliferated the transformation in the way businesses are doing business. This transformation is referred to as electronic commerce (e-commerce). E-commerce is being driven by the Web infrastructure and Web based technologies.

### Prerequisite

---

Completion of an introductory database systems subject or equivalent knowledge.

### Class Contact

---

Up to three hours a week, including lectures, tutorials, laboratory work, and seminars.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Information Technology SeminarD (5459)

---

**Level:** D      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

Upon the completion of this subject students will be able to describe various information technology research issues, have developed a well defined topic analysis that is consistent with their research development plan, be able to illustrate how to analyse research proposals, be able to demonstrate an appropriate level of presentation skill for their research topic, and be able to communicate their research orally and in written form.

### Syllabus

---

This subject is designed to provide research students with a broad understanding of research topics, the development and presentation of research topics, the critical analysis of different research paradigms, and methods of presenting research materials.

### Class Contact

---

Up to four hours a week, including lectures, tutorials, laboratory work, but with an emphasis on seminars.

### Prerequisite

---

Completion of the first year of the Professional Doctorate with a grade average of credit or better.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Management of Clinical Trials (5467)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2006)

- S1A (BRUCE, CONTR-HIST)

## Syllabus

---

Budgeting, project management, time lines and critical paths; health economics; role of contract research organisations (CRO's) dealing with people in different locations, for example multi centre trials; and dealing with 'difficult people', for example, conflict resolution techniques.

## Class Contact

---

On average, four hours a week including distance education activities equivalent to on campus seminars, lectures and discussions or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Design & Clinical Trials (5468)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2006)

- S1A (BRUCE, CONTR-HIST)

## Syllabus

---

How to critically review and read the literature; using the net and statistical software; health measurements; turning 'soft' data into 'hard' data eg quality of life measure such as DALY's and QUALY'; what questions already exist, what measures already exist and how both can be adapted to 'local' conditions; different ways of expressing risks; what questions to ask statisticians; advanced regulatory matters.

## Class Contact

---

On average, four hours a week including distance education activities equivalent to on campus seminars, lectures and discussions or equivalent.

## Learning Outcomes

---

To be advised.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Resource Development Thesis M:PT (5469)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

The purpose of this subject is to introduce students to the basic elements of human resource management as a method of organising the workplace. Participants will critically assess the relationship between strategy and the core HRM activities such as recruitment, selection, appraisal and pay systems, planning, training and development, career and succession management, and approaches to the quality of working life. They will locate HR strategies within their organisational, business, demographic, economic, legislative and industrial contexts.

### Prerequisite

---

Introduction to Management or Organisation Theory and Organisational Behaviour or consent of Head of School.

### Learning Outcomes

---

Successful students will be able to analyse cases in order to identify issues and approaches in human resource management; of skills; demonstrate competency in writing reports and making oral presentations on strategies in human resource management; and debate the merits of a range of approaches to attracting, retaining, developing and motivating staff within relevant internal and external contexts.

### Class Contact

---

Three hours a week.

## Unit: Clinical Trials Evidence & Practice (5470)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2006)

- S1A (BRUCE, CONTR-HIST)

## Syllabus

---

Health outcomes; how research results are put to practical use; what is the context for the use of the trial data; cochrane collaboration (and evidence based medicine and nursing); clinical practice and research conduct. A 'clinical/work' experience component. This will constitute approximately 60% of the subject and will be assessed, for instance, with a written report.

## Class Contact

---

On average, four hours a week including distance education activities equivalent to on campus seminars, lectures and discussions or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: The Hotel Industry: CIT (5472)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Kitchen Operations and Practice: CIT (5473)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Service and Quality Assurance:CIT (5474)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.



## **Unit: Food&Beverage Operations&Practice: CIT (5475)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Researching the Hotel Industry 1: CIT (5476)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Hotel Industry Project Scheme: CIT (5477)**

---

**Level:** 6      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Accommodation Services: CIT (5478)

---

**Level:** 3      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Operations Analysis of Hotels: CIT (5479)

---

**Level:** 3      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Hotel Marketing: CIT (5480)

---

**Level:** 3      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Technology & The Hotel: CIT (5481)

---

**Level:** 3      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Property Management and Security: CIT (5482)**

---

**Level:** 4      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.



## **Unit: Food and Beverage Management: CIT (5483)**

---

**Level:** 4      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Accommodation Management: CIT (5484)**

---

**Level:** 4      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Researching the Hotel Industry II: CIT (5485)**

---

**Level:** 4      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Hotel Law: CIT (5486)

---

**Level:** 4      **Credit Points:** 0      **Contribution Band:** 3

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Research Methods in IT: D (5487)

---

**Level:** D      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to four hours a week, including lectures, tutorials, laboratory work, and seminars.

## Prerequisite

---

Completion of the first year of the Professional Doctorate with a grade average of credit or better.

## Learning Outcomes

---

Upon the completion of this subject students will have developed an understanding of research methodologies, identify the application of research methodologies, be able to discuss different research approaches, demonstrate the need for a research plan, and develop a research plan for their particular research area.

## Syllabus

---

A variety of methods can be applied to research. This subject conveys to students the various methods and techniques that are applicable in information technology research.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Doctoral Thesis in IT D (5488)

---

**Level:** D      **Credit Points:** 24      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- Y (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Hotel Supervision: CIT (5489)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Human Resource Management: CIT (5490)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.



## Unit: Advanced Communication Theory PG (4cp) (5491)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Two hours a week.

### Syllabus

---

This subject provides students with a socio-historical review of the main traditions and positions in communications theory, both dominant and alternative, in order to develop a contextualised understanding of contemporary approaches to understanding communication. Australia, European, North American and, to a lesser extent, Asian theory is elaborated to examine communication as a field of study. Emphasis is given to examinations of cultural practices, local, national, regional and global trends in thinking about communication. Seminars and case studies include a focus on theory application to problems in professional practice in advertising, public relations, journalism, media and multimedia production.

### Prerequisite

---

Admission to the Masters of Arts in Communication (By Research) Course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Communication Research PG (4cp) (5492)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A thorough understanding of the philosophical issues of ontology and epistemology that underlie thinking about communication research, and communication research practice; knowledge of the main quantitative and qualitative methodologies in applying communication theories in research contexts; appreciation of the current debates about quantitative and qualitative methods in communication research, especially as these relate to study of texts, audiences, institutions and cultural practices; knowledge of the applications, and the decisions involved, in communication research; a thorough understanding of ethical, moral and social issues in applying communication research.

## Syllabus

---

This subject provides students with a review and elaboration of the philosophical issues of ontology and epistemology that underlie our thinking about communication research, and communication research practices. The differences between quantitative and qualitative analyses are examined in the context of the applications of these methods to communication research and theory building. Case studies, focused on decision-making in research design, examine the analyses of texts, audiences, institutions and cultural practices, with emphasis given to types of evidence, contextualisation and reflexivity.

## Prerequisite

---

Admission to the Master of Arts in Communication (By Research)

## Class Contact

---

Two hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Readings in Communication PG (4cp) (5493)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Two hours a week.

### Prerequisite

---

Admission to the Master of Arts in Communication (By Research)

### Learning Outcomes

---

Ability to analyse and evaluate critically communication theory and research designs in a variety of contexts; understanding of the nature of quantitative and qualitative evidence, including foundational issues concerning data-gathering, in communication research; ability to prepare an appropriate literature review for a thesis research project, and prepare a detailed critical review of this literature.

### Syllabus

---

This subject provides students with case study and problem-solving approaches to gaining expertise in analysing and critically evaluating communication theory and research designs. Several case studies of communication research are examined. The focus is on problem definition, literature searching strategies and sources, and extensive use of relevant communication databases. Students complete a literature search of their intended thesis research topic, present a seminar, and a report critically examining this research area.

## Unit: Communication Research Design PG (5494)

---

**Level:** G      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Two hours a week.

### Syllabus

---

Building on previous preparation, this subject equips students to complete their Masters thesis. Lectures and tutorials focus on the nature of communication research design. The focus is on the application of decision making models in qualitative, quantitative and interpretive research designs and the role and position of the researcher in communication research. A variety of case studies and current projects being conducted within the Division are examined. In the final section of the subject, students complete a research proposal for their own research, including an examination of ethical and moral issues involved in the research. Students present a public seminar on their proposed research.

### Learning Outcomes

---

Further ability to evaluate critically communication research designs, and to apply knowledge of communication theories and research practices to a research project, including design, analysis and reporting of the research; ability to complete a research proposal for the Masters thesis in accordance with School requirements, and the ability to present a public seminar about the proposed research; understanding of the ethical and moral obligations and the position of the communication researcher in the research process; ability to monitor future directions and changes within contemporary research programs.

### Prerequisite

---

Advanced Communication Theory H and Advanced Communication Research H and Readings in Communication PG.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Ecology M (5497)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

## Syllabus

---

Topics covered include organism interactions with the physical environment; life history attributes for growth, reproduction and dispersal, especially in plants and insects; concept of a resource and of limiting factors; population dynamics and control; present patterns of biodiversity in terrestrial habitats. Practical studies in the field and laboratory aim to develop ecological investigation and measurement skills as well as techniques for collecting and preserving specimens and the identification of specimens in the laboratory.

## Class Contact

---

Two lectures and a four-hour practical a week, and a major field class.

## Learning Outcomes

---

At the end of this subject students will have a foundation understanding of ecological theory at the organism and population levels, basic skills for ecological investigation, including organism identification; an understanding of the taxonomic method, familiarity with the patterns of biological diversity across Australia; well developed scientific thinking and writing skills; a strong interest in biological diversity.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: History of Landscape Architecture M (5498)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2007, 2008)

### Syllabus

---

This subject will introduce students to the evolution of landscapes designed and modified by people from earliest times to the present day. Through wide ranging surveys and selected case studies students will develop a critical awareness of the aesthetic, geographic and cultural contexts which form the basis of designed landscape traditions in Australia and throughout the world.

### Learning Outcomes

---

Students on completion of this subject will gain a critical appreciation of the theoretical and intellectual underpinnings of the profession of landscape architecture. They will also have an understanding of the traditions of historical perspectives which inform the body of landscape architecture knowledge. Students will also be expected to have enhanced their skills of historical analysis, discourse and written presentation.

### Class Contact

---

Up to four hours a week lectures/seminars.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Counselling Skills M:PT (5499)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Admission to the Counselling Program or permission of the Program Convener.

### Syllabus

---

This subject addresses the inter relationship between theory and practice in counselling developing a variety of counselling skills related to traditional theories of counselling. Through analysing these skills, students clarify and develop their own style of counselling practice. This personal developing style is then evaluated in the light of professional and ethical issues. Experiential teaching methods are incorporated with more traditional learning approaches and self-reflection.

### Learning Outcomes

---

After studying this subject participants will be able to have developed an understanding of various contemporary and traditional counselling skills; demonstrate counselling skills including counselling communication skills (both verbal and non verbal), problem solving techniques, building a therapeutic climate, questioning and reflective listening; develop and clarify their own counselling style in relation to models of counselling; formulate a working style of counselling, reflecting on issues related to professional and ethical practice.

### Class Contact

---

Up to three hours a week or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Management Processes G (5501)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Biochemistry (5504)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an introduction to the structure and function of biochemical molecules. The subject introduces molecular biology concepts and laboratory techniques. It also provides an integrated approach to understanding intercellular communication and the flow of genetic information.

## Learning Outcomes

---

On successful completion of this subject students will be able to differentiate between major classes of biochemical molecules on the basis of structure and function; correlate specific aspects of protein structure with function; gain an understanding of enzyme catalytic mechanisms and demonstrate knowledge of the processes and regulation of DNA expression and replication. Students will also develop an awareness of the applications and usefulness of biochemical knowledge and be able to perform simple biochemical techniques in the laboratory and to analyse experimental data critically.

## Prerequisite

---

Chemistry 1A, Concepts in Biology.

## Class Contact

---

Three one-hour lectures and one four-hour laboratory/tutorial class a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Biochemistry (5505)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three one-hour lectures and one four-hour laboratory/tutorial class per week.

## Learning Outcomes

---

On successful completion of this subject students will understand the mechanisms of metabolic control and be able to integrate their knowledge from both biochemistry subjects to understand the role of inter- and intracellular communication for homeostasis. Students will begin to frame hypotheses and design experiments to test them; continue to develop the necessary skills for independent learning and use their biochemistry knowledge for solving simple biomedical problems.

## Prerequisite

---

Chemistry 1B, Biochemistry.

## Syllabus

---

This subject provides a comprehensive look at cellular metabolism. The subject examines the synthesis and breakdown of biochemical molecules as fuels and building blocks for the human body to function. An introduction to intracellular signaling is included. There is an emphasis on the recurring themes in biochemical mechanisms and regulation. The subject will consider several disease processes to facilitate an understanding of metabolism.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Global Financial Management M (5506)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Prerequisite

---

Business Finance MBA or Finance M1.

### Syllabus

---

This subject focusses on issues in global financial management. It builds on, extends and revisits the valuation framework and principles utilised in domestic financial management and covered in Business Finance MBA. The course includes but is not limited to, traditional financial management topics such as capital structure, cost of capital, capital budgeting, long term financing, working capital management and transfer pricing, which are explored from the perspective of multinational corporations. Topics are studied in the context of overall international tax/business environment.

### Learning Outcomes

---

On completion of this unit, students will be able to (i) identify and analyse the problems of financial management decision-making in the global environment; (ii) apply analytical techniques to financial decisions by multinational and transnational corporations particularly in the areas of capital budgeting, working capital management, cost of capital, capital structure, portfolio investment and political risk management and (iii) present arguments that demonstrate the importance of the principles of multinational taxation in international financial decision-making.

### Class Contact

---

Three hours a week.



## Unit: Research Project App Science (YL) (5507)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion, students can define an appropriate research question, and associated objectives, undertake an independent, critical program of study and research; demonstrate skills in critical reading, in data management and analysis; in presenting and interpreting data and related research information, and write a scientific report that argues and addresses the research question and objectives to a professional standard.

## Prerequisite

---

An above average academic record and permission of the course convener-and project supervisor, based on a project proposal that is approved by the supervisor before the student is allowed to enrol in the subject.

## Syllabus

---

This subject will allow a student to undertake an individualised program that will normally be assessed on submission of a report summarising the work undertaken, in the form of a mini-thesis. It aims to develop skills and experience in research and in the writing up of research. The subject is directed to those students whose previous results have indicated that they have the potential ability to pursue a study with a minimum of direction.

## Class Contact

---

An average of a weekly meeting with the supervisor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Research Planning PG (5508)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject aims to give students the skills and knowledge to successfully embark upon PG research. It covers supervisor and student expectations, how to successfully read the scientific literature and record bibliographic information, student's rights and responsibilities, different research approaches, different data sources, ethics, an extensive introduction to the library and electronic searching, how to develop and write a research proposal and how to communicate research data in different forums. The subject provides opportunities for students to meet and interact with a wide cross-section of academic staff, technical staff and administrative staff as well as other postgraduate students in the Division. The subject has a formal intensive 10 day component followed by regular informal, non-compulsory meetings throughout the semester. Students are expected to participate in the Division PG Research Corroboree, where PG students meet to share their research findings, at the end of each semester.

## Learning Outcomes

---

At the end of this subject, it is expected that students will be able to obtain the resources needed for their project; demonstrate an awareness of the different forms of scientific research and be able to justify their chosen methodology; write a comprehensive, relevant and logical literature review; prepare a high quality ethics submission and research proposal; and effectively communicate their research to others.

## Class Contact

---

Ten days 9am-5pm prior to the commencement of semester one.

## Prerequisite

---

Enrolment in PG studies in the Division of Science and Design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nutrition, Society and Health (5509)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Nutritional Science or an approved level 3 subject.

### Syllabus

---

This subject examines the factors influencing food habits and food choice in different populations and in different age groups. The social, economic, political and ecological influences on food supply and food policy will be examined. The focus will include public health nutrition and community health approaches and strategies for change in Australia and developing countries. Assignments and case studies will explore examples and models of nutrition and health promotion to address nutritional health status in these communities. The role of agriculture and industry and the effects of income, religious beliefs, traditional cultures and social customs on food use, food use information from demographic, epidemiological and anthropological sources, and nutrition research in Australian communities and those developing countries will be discussed.

### Learning Outcomes

---

At the end of this subject, it is expected that students will be able to compare and contrast the influences of social, economic, ecological, demographic and political factors on food consumption between developed and developing countries; identify the impact of these influencing factors on access to food and health outcomes of different ethnic and age groups in a community; and describe the nature and impact of community influences (e.g schools, decision-makers, government) authorities) on meeting the health needs of community groups and populations.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nutrition & Health PG (5511)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Graduate entry and permission of the course convener.

### Learning Outcomes

---

On completion, students can critically assess the food supply, nutritional needs of individuals and groups, and the role of diet in the maintenance of health and the aetiology of diet-related diseases; basic physiological changes associated with the lifecycle, and how these influence and determine nutritional requirements; the contribution of social and economic factors to the development of diet-related problems.

### Class Contact

---

Up to 4 hours a week.

### Syllabus

---

The development, use and interpretation of national nutrition references is discussed. The scientific basis for the role of nutrition in both the causation and prevention of major diet-related diseases of developed countries such as obesity, malnutrition, diabetes, heart disease and cancer, is critically evaluated. Nutritional science and related food, diet, behaviour and health issues from infancy to old-age

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Nutritional Sci & Physical Activity PG (5513)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

Describe the key processes associated with the metabolism and interactions of nutrients needed to support different levels of physical activity; compare and contrast the influences of nutrition and diet on exercise capacity for athletic performance; evaluate the impact of physical activity and its effects on nutrient requirements during the lifecycle; describe the characteristics and ergogenic claims of sports supplements, components in food, sports foods and evidence for their claims and effects on sports performance; critically evaluate on the basis of physiological evidence, the impact of physical activity on improving the health status of groups and individuals with chronic lifestyle disease and work independently, and in groups, to identify, critically analyse, interpret, debate and/or role play key nutrition-related issues in sports nutrition.

### Prerequisite

---

Nutritional Science, or Nutritional Science G, graduate entry.

### Syllabus

---

This subject presents advanced concepts on the metabolism of nutrients and their interactions relevant to the nutritional needs and energy requirements of people undertaking physical activity. The role of foods, nutrients, sports supplements and potential nutritional ergogenic aids are considered in relation to modifying metabolic and physiological effects of exercise and modifying the physique characteristics of athletes. Epidemiological evidence of exercise-related nutritional deficiencies is also investigated. Particular emphasis is given to the specific methods and tools used for the detection of commonly reported nutrition-related problems - iron deficiency anaemia, disordered eating, osteopaenia, gastrointestinal disturbances, female triad - that are prevalent among people undertaking regular physical activity. Strategies for the prevention and treatment of these problems at different stages of the lifecycle are also addressed.

### Class Contact

---

Four hours a week.

### Unit Level Key:

---

- 1 - Offered in *first* year of course curriculum
- 2 - Offered in *second* year of course curriculum
- 3 - Offered in *third* year of course curriculum
- 4 - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nutrition, Society & Health G (5514)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines the factors influencing food habits and food choice in different populations and in different age groups. The social, economic, political and ecological influences on food supply and food policy will be examined. The focus will include public health nutrition and community health approaches and strategies for change in Australia and developing countries. Assignments and case studies will explore examples and models of nutrition and health promotion to address the nutritional health status in these communities. The role of agriculture and industry and the effects of income, religious beliefs, traditional cultures and social customs on food use, food use information from demographic, epidemiological and anthropological sources, and nutrition research in Australian communities and developing countries will be discussed.

## Prerequisite

---

Graduate entry and permission of the course convener.

## Learning Outcomes

---

At the end of this subject, it is expected that students will be able to compare and contrast the influences of social, economic, ecological, demographic and political factors on food consumption between developed and developing countries; identify the impact of these influencing factors on access to food and health outcomes of different ethnic and age groups in a community; describe the nature and impact of community influences (e.g. schools, decision makers, government, authorities) on meeting the health needs of community groups and populations; and critically evaluate on the basis of evidence about the community and its health problems, options for enhancing health status.

## Class Contact

---

Two one-hour lectures and one two-hour tutorial each week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Physiology of the Lifecycle G (5515)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

At the end of this subject, it is expected that students will be able to integrate the changes that occur in normal physiology and anatomy over the life cycle; evaluate the implications of these developmental changes; synthesise and apply this knowledge to 'real' situations; communicate their views effectively with others, both verbally and in writing, based on evidence in the scientific literature and class material; and work independently, and in groups, to identify, critically analyse, interpret, debate and/or role play issues raised in the subject; and critically evaluate, on the basis of physiological evidence, changes that occur in the physiological systems throughout the lifecycle and how these impact on the nutrition and health status of the individual.

### Class Contact

---

Two one-hour lectures and one two-hour tutorial each week.

### Syllabus

---

This subject provides an in-depth study of the anatomical and physiological changes that occur throughout the human lifecycle from conception to old age. Body systems are studied separately, however, students are expected to integrate this material. By the end of the subject students should have a holistic understanding of the dynamic nature of anatomical and physiological changes that occur throughout the lifecycle. The implications of these changes will be explored. This subject is essential for students wanting to extend their understanding of normal physiology before going on to look at disease processes and clinical situations.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nutritional Science G (5516)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Describe the key processes associated with the metabolism and interactions of nutrients and other nutritionally important components in food in a human system; interpret the links between diet and components of the diet and the major lifestyle diseases prevalent in Australia from a scientific perspective; assess the nutritional status of individuals and groups; and critically evaluate on the basis of epidemiological evidence about diet and disease, the key health problems and how they can be modified to improve health status of groups and individuals.

## Prerequisite

---

Graduate entry and permission of the course convener.

## Class Contact

---

Three one-hour lectures and one two-hour tutorial each week.

## Syllabus

---

This subject presents both basic and advanced metabolism of nutrients and their interaction and potential adaptive responses in a human system. It also considers the epidemiological links between nutrition and the promotion of health and prevention of disease. Particular emphasis is given to diet-related chronic diseases prevalent in western-style societies, including cardiovascular disease, cancer, iron deficiency anaemia, osteoporosis, obesity and eating disorders. Opportunities and resources for self-evaluation of dietary intakes and lifestyle are included.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Research Project Applied Science PG (5517)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will allow a student to undertake a program of study, which goes beyond the boundaries of other semester subjects. It aims to encourage cross discipline interaction and to bring together and develop further skills and experience from different subjects and courses. The subject is directed to those students whose previous results have indicated that they have the potential ability to pursue a study with a minimum of direction.

## Learning Outcomes

---

On completion, students are competent in defining an appropriate research question, and associated objectives, undertaking an independent, critical program of study and research; demonstrating skills in critical reading and analysis; writing a scientific report that argues and addresses the research question and objectives.

## Prerequisite

---

An above average academic record and permission of the course convener and the project supervisor, based on a project proposal that is approved by the supervisor before the student is allowed to enrol in the subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project Applied Science PG (5518)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will allow a student to undertake an individualised program that will normally be assessed on submission of a report summarising the work undertaken, in the form of a mini-thesis. It aims to develop skills and experience in research and in the writing up of research. The subject is directed to those students whose previous results have indicated that they have the potential ability to pursue a study with a minimum of direction.

## Class Contact

---

An average of a weekly meeting with the supervisor.

## Learning Outcomes

---

On completion, students can define an appropriate research question, and associated objectives, undertake an independent, critical program of study and research; demonstrate skills in critical reading, in data management and analysis; in presenting and interpreting data and related research information, and write a scientific report that argues and addresses the research question and objectives to a professional standard.

## Prerequisite

---

An above average academic record and permission of the course convener-and project supervisor, based on a project proposal that is approved by the supervisor before the student is allowed to enrol in the subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Biometry (5529)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject aims to give students an appreciation of the decisions to be made in designing field studies or experiments in ecology. The focus is on the knowledge, understanding and sound practical skills required for the application of analysis techniques of general use in ecology and environmental science. Practical exercises are built around the statistical package SAS, which is widely used in commerce, industry and educational institutions.

## Learning Outcomes

---

Students considered to have successfully completed this subject, will have knowledge of the decisions that need to be made when designing an ecological field study or an experiment; knowledge of the options available to them for statistical analysis; practical skills for undertaking those analyses; the ability to interpret the results of analyses sensibly in a biological context; the ability to present their findings in a style appropriate to the scientific literature.

## Prerequisite

---

Data Analysis in Science **plus** one of Communication in Science or Physical Principles or a Mathematics subject.

## Class Contact

---

Two one-hour lectures, one two-hour practical class and one one-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Software Engineering (5531)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018)

### Syllabus

---

This subject introduces students to the foundations of software engineering. The history of software engineering, basic concepts of the software lifecycle and fundamentals of software engineering methodology are introduced. Software quality and how it can be achieved are an underpinning theme. Formal frameworks are presented for problem solving in terms of fundamental data structures and techniques. Data structures include arrays, lists, sets, and trees. Techniques include functions, induction, recursion, backtracking and finite-state machines. Methods for the derivation and analysis of algorithms, including pre- and postconditions, loop invariants, termination and correctness, as well as measures of complexity, will be introduced. Implementations of the basic algorithms in programming languages of different types will be explored.

### Learning Outcomes

---

On completion of this subject students will have an appreciation of the software engineering process. Students will know the fundamental data structures and techniques used in computer science and will have a basic understanding how these techniques relate to the construction of quality software.

### Class Contact

---

Up to five hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Computer Engineering 3A (5532)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the successful completion of the subject a student is capable of starting work in a team of software engineers and be involved in any process regarding the building of quality and reliable large software systems; knowledgeable in the principles and applications of requirements definition, requirements specification analysis, software design, software implementation, software testing and validation techniques and approaches; has a working knowledge of designing software for reuse and with reuse; is able to choose a development methodology appropriate to a specific software project; has a background in software quality management and has a working attitude in harmony with the goals and principles of software engineering, as well as appropriate professional ethics.

## Syllabus

---

The focus of this subject is Software Engineering. Main emphases are the theory and practice, techniques and processes for designing and implementing large software systems. This subject builds on previous Programming and Information systems subjects to achieve it's aim of bringing together, for students, various aspects of software engineering encountered so far in their course, and introduces some new and developing concepts in this discipline.

## Class Contact

---

Up to four hours a week.

## Prerequisite

---

Computer Engineering 2A and Information Technology 1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computer Engineering 3B (5533)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an introduction to file structures and access methods and databases. The subject illustrates and develops the techniques and algorithms of common file structures. Some of these file structures are sequential, indexed sequential, random access, inverted, linked lists, and trees. With regard to databases, this subject concentrates on relational database technology and related issues. Areas considered include the database design approach, database modelling, implementation issues, data retrieval and manipulation languages (SQL, QBE, 4GL's, natural languages), database administration, user issues in the database environment, and data management.

## Class Contact

---

Up to five hours a week of lectures, tutorials, laboratory work and project work.

## Learning Outcomes

---

On successful completion of this subject students will understand file structures and file manipulation algorithms which underlie the solutions to a variety of practical information technology problems; understand relational database management systems (DBMS); be able to design and create tables in a relational DBMS and to design queries using the SQL query language; have an understanding of fourth-generation database development environments; and be able to use entity-relationship and similar modelling techniques to convert systems specifications into data models.

## Prerequisite

---

Computer Engineering 1B and Information Technology 1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Ethics, Law & Clinical Trials G (5534)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2006)

- S1A (BRUCE, CONTR-HIST)

### Syllabus

---

This core subject provides students with an understanding of the ethical, legal and regulatory principles that govern the clinical trials research process, both in Australian and internationally. It is aimed at the junior clinical research associate (CRA) level or equivalent. It is also appropriate for those who wish to refresh existing skills or to receive an introduction to the principles that govern clinical trials research. The content includes an introduction to ethical reasoning - its roles and functions in professional life discussion and application of the ethical principles of autonomy and respect for autonomy, beneficence, paternalism and justice as well as the legal principle of informed consent.

### Learning Outcomes

---

At the completion of the subject the student will be able to demonstrate a sound understanding of the ethical, legal and regulatory principles relevant to clinical trials research by their application to hypothetical and/or real life examples and cases; accurately identify problems and inaccuracies in these same cases and provide accurate and appropriate solutions.

### Class Contact

---

Two hours lecture equivalent a week.

### Prerequisite

---

Course entry requirements.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Financial Planning M1 (5535)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will be able to identify and be familiar with the concepts involved in personal financial management including an overview of the laws and regulations relating to the financial planning industry, the forms of government assistance and the choice of investments available, the role of insurance and superannuation and estate planning issues; identify and be familiar with the risks inherent in retail investment products and services and with the aspects of risk management and insurance, in particular general insurance, the operation of property, liability, sickness, accident, mortgage, disability and the role of different life insurance policies in respect to death cover as a means of saving and investment.

## Class Contact

---

Normally 39 hours a semester.

## Syllabus

---

This program is designed to meet the Australian Securities and Investments requirements for knowledge, skills and integrity at an appropriate educational level relative to the type of activities graduates undertake. This program is also designed to ensure that industry benchmarks are met in terms of (a) a basic understanding of the generic knowledge relevant to the products and markets in which graduates will operate and the skills to apply these in practical situations; (b) a specialist knowledge about the specific products and markets in which they may operate in satisfying client needs; (c) the knowledge and understanding of how to apply the relevant fiduciary principles and ethical guidelines to practical situations.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Financial Planning M2 (5536)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Financial planning M1.

## Learning Outcomes

---

The subject Financial Planning 2 brings together the Financial Planning elements covered in other subjects to enable students to identify and be familiar with the range of retirement benefits and programs available under appropriate legislation in order to facilitate the financial planning process; with the area of retirement planning particularly in relationship to termination payments, superannuation, roll overs, annuities and pensions; and with taxation planning with an emphasis on post retirement implications of superannuation and capital gains tax; to be able to identify and price financial economic risk and to identify policies available to manage and contain that risk; to develop and write professional financial plans designed for clients with a range of financial needs; to evaluate the suitability of a range of wealth creation and protection alternatives in the context of the economic climate and the clients needs; to recognise the implications of legal and ethical codes that

## Syllabus

---

This program is designed to meet the Australian Securities and investments requirements for knowledge, skills and integrity at an appropriate educational level relative to the type of activities graduates undertake. This program is also designed to ensure that industry benchmarks are met in terms of (a) a basic understanding of the generic knowledge relevant to the products and markets in which graduates will operate and the skills to apply these in practical situations (b) specialist knowledge about the specific products and markets in which they may operate in satisfying client needs (c) the knowledge and understanding of how to apply the relevant fiduciary principles and ethical guidelines to practical situations.

## Class Contact

---

Normally 39 hours a semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Employment Relations Thesis M:PT (5538)

---

**Level:** M      **Credit Points:** 32      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Prerequisite OR Corequisite

---

Research Methods M or an approved alternative.

## Syllabus

---

Guided by the supervisor(s), the candidate will determine a topic approved by the University Higher Degrees Committee; formulate precise research questions, finalise a research design, and carry out a research task based on this design, which will include a literature review. The process and research findings will be documented in a thesis of 40,000 to 50,000 words, assessed by two external examiners.

## Prerequisite

---

Course entry requirements; any required coursework subjects.

## Learning Outcomes

---

The candidate will demonstrate the ability to formulate a research question, to develop and carry out a research methodology designed to clarify relevant debates; and to present a well written thesis outlining and critically evaluating the research results and their implications.

## Class Contact

---

Regular individual consultation with supervisor(s); participation in an appropriate seminar series.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Health Promotion Program Planning & Eval (5540)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

At the end of this subject it is expected that students will demonstrate the ability to work within a model of intersectoral collaboration; utilise an evidence-based approach to health promotion practice; critically appraise differing project methodologies; implement relevant education and/or training strategies; consider quality assurance and improvement practices; utilise intellectual curiosity, creativity and critical thinking/problem solving; and disseminate findings in formats appropriate to the range of stakeholders.

### Class Contact

---

Up to a maximum of three hours a week or equivalent.

### Syllabus

---

The aim of this subject is to enable participants to critically examine current practices in health promotion projects in light of contemporary literature and their own professional experiences and values. Each participant will undertake a needs analysis, project management plan, implementation and evaluation of an applied project in a field of their choice.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Web Delivery of Information G (5544)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject deals with the analysis and documentation of the specific information and communication needs of an organisation. It develops appropriate website documentation to meet those needs and constructs a website to the specifications described in the documentation.

## Learning Outcomes

---

Through group project based assessment students will evaluate the effectiveness of existing websites as means of delivering information; understand the development and use of Hypertext Markup Language (HTML); identify some of the information and communication needs of an organisation; understand design implications relating to the development of a website; develop website documentation for the selected organisation; develop project management and problem solving skills; and create a website for the selected organisation.

## Class Contact

---

One hour lecture and one and a half workshop a week.

## Prerequisite

---

Basic computer skills essential.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Web Delivery of Information (5545)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject deals with the analysis and documentation of the specific information and communication needs of an organisation. It develops appropriate website documentation to meet those needs and constructs a website to the specifications described in the documentation.

## Prerequisite

---

Basic computer skills essential.

## Class Contact

---

One hour lecture and one and a half workshop a week.

## Learning Outcomes

---

Through group project based assessment students will evaluate the effectiveness of existing websites as means of delivering information; understand the development and use of Hypertext Markup Language (HTML); identify some of the information and communication needs of an organisation; understand design implications relating to the development of a website; develop website documentation for the selected organisation; develop project management and problem solving skills; and create a website for the selected organisation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Intro to Counselling Theory & Principles (5549)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Prerequisite

---

Advocacy and Inclusion or permission of the subject convener.

### Learning Outcomes

---

On completion of this subject, the expectation is that students will be able to demonstrate an understanding of the theoretical frameworks in which counselling has been explored; demonstrate an understanding of their's and others' definitions of counselling, mental health, and counselling goals or outcomes; develop a personal framework for skill practice in counselling; and demonstrate an understanding of the ethical issues involved in facilitating change in a counselling process.

### Syllabus

---

This subject explores the differing theoretical approaches and definitions of counselling and provides students with the opportunities to reflect on their understandings of counselling, mental health, and facilitating change in mental health. The subject allows students to begin to develop a framework for skill practice in counselling and to explore how their personal frameworks may be ethically implemented in a change process.

### Class Contact

---

Up to a maximum of four hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Group Work (5550)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Counselling Communication or permission of the subject convener.

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to; describe the uses of groups in a community setting and basic procedures in setting up groups in a variety of contexts; identify and demonstrate informed group membership skills; discuss basic theories of group dynamics and processes; and compare different theoretical approaches to group work.

## Class Contact

---

Up to a maximum of four hours a week.

## Syllabus

---

In this subject students will be introduced to the uses and purposes of groups in community contexts while developing an understanding of different types of groups and their functions. Learning will include the dynamics and processes of group membership, group leadership, decision making in groups and group development groups with an educational, therapeutic, mediation, conflict resolution, conferencing or support focus will be explored.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Advocacy, Mediation & Conflict Resolution (5551)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of two subjects in the Counselling Studies major or permission of the major convener.

### Class Contact

---

Up to a maximum of four hours a week.

### Learning Outcomes

---

On completion of this subject, the expectation is that students will be able to demonstrate an understanding of the ways in which processes of advocacy, mediation, and conflict resolution have been used to facilitate client(s)' change; demonstrate an understanding of the ethical and professional issues involved in using advocacy, mediation, and conflict resolution to facilitate client change; and demonstrate competency in a range of skills related to advocacy, mediation and conflict resolution.

### Syllabus

---

This is a subject in which students explore and analyse the concepts of Advocacy, Mediation, and Conflict Resolution as they relate to processes of client change. The subject also provides models for the development of skills in these three areas.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contexts of Change (5553)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to four hours a week.

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to critically analyse theories of change in the context of personal and political domains; articulate the role of the educator as a change agent and place this role in its social, historical, and cultural context; demonstrate an awareness of how personal beliefs, attitudes, and values underpin professional practice; critically reflect on professional practice in social settings; and demonstrate skills in developing interventions to help individuals, families and institutions respond to change.

## Syllabus

---

This subject explores the concept and practice of social change. Sites of social change which will be considered include the home, the media, the workplace and human service organisations. The subject will enable students to understand the links between different perspectives, levels and contexts of change.

## Prerequisite

---

Successful completion of at least 12 credit points at first year level or permission of the subject convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Research Methodology D (5554)

---

**Level:** D      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This advanced research subject will expose candidates to the main theoretical ideas which underpin business research. The seminars will encourage candidates to discuss various approaches to research. The subject will also involve analysis of relevant literature which may provide the theoretical support for the candidate's approach to the Dissertation and assesses the feasibility of that approach.

## Learning Outcomes

---

On completing the subject, participants; will have acquired knowledge of the methodology that underpins business research; will be able to choose the appropriate research methods for particular circumstances; will have undertaken some preliminary work in identifying the approach to a dissertation.

## Prerequisite

---

Admission to Doctor of Business Administration course.

## Class Contact

---

Normally three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Methods D (5555)

---

**Level:** D      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject introduces students to the meaning of 'theory', its links with methodology via techniques of research and distinctions between research and policy action. The aim is to allow students to formulate a topic for research by thesis. Specific topics will include the writing of a thesis, the logics of social investigation, forms of explanation including causality, correlation and 'verstehen'. There is also a non-mathematical introduction to statistical concepts sufficient to enable critical literature review. An overview of qualitative research, its techniques and their strengths and limitations is also provided.

## Class Contact

---

To be advised.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Preliminary Professional Project D (5556)

---

**Level:** D      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students in this subject will learn advanced techniques of business research, including the retrieval of information by electronic means, be able to identify, understand and evaluate different research methodologies, including; comparative research, international research, and inter-disciplinary research; develop a research concept and put together a research proposal for a possible dissertation topic; develop the research expertise and theoretical and methodological frameworks necessary for the preparatory work required to undertake a substantial thesis.

## Syllabus

---

This subject aims to provide students with the research, analytical and writing skills required for successful postgraduate study. Research methodologies will include researching Australian materials, overseas materials, interdisciplinary research and computer assisted research. The written component will emphasise the preparation of a research proposal. Assessment will be by assignments and preparation of a research proposal.

## Class Contact

---

Normally three hours a week.

## Prerequisite

---

Admission to the Doctor of Business Administration course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Project D (5557)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- S2 (AIM, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Communication Foundations (5559)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009, 2010)

### Class Contact

---

Three hours a week

### Syllabus

---

The subject focuses on theoretical approaches to examining communication and communication practice in contemporary society. Students study the major theoretical positions in communication inquiry and through observation and analyses examine communication products and activities, in the context of understanding major issues in the field. Contributions from Anglo-American perspectives are contrasted with more cultural approaches. Theoretical approaches to understanding such 'cultural' questions such as identity, subjectivity, gender and representation are examined.

### Learning Outcomes

---

Students will be able to identify models of communication as they apply to language, interpersonal, non verbal, intercultural and political contexts; develop skills in reasoning and communication; be able to demonstrate literacies by conducting small-scale analyses of specific cultural practices; and have an introductory understanding of communication problem-solving and issue analyses.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Communication History (5560)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three and a half hours a week.

## Prerequisite

---

Communication and Media Research.

## Learning Outcomes

---

Students will have an understanding of selected communication media over the past century or so; an understanding of some of the key social, political, and economic issues that arose in the context of each; a sense of the place of selected media within broader cultural history over the period; and a more developed understanding of historical research relevant to research in communication.

## Syllabus

---

The subject examines specific communication histories over the course of the 20th century, most typically, with the histories of particular media such as print, photography, cinema, radio, television and the new media of the early 21st century. The histories of these media are explored both for themselves and for their significance in relation to some of the great societal issues in communication, such as freedom, censorship, control, power, cultural influence, public and private ownership, the historical evolution of professional cultures, and the notion of responsibility. The subject also addresses issues in research methods and offers preparation to students undertake historically based research in other subjects or in the honours course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Communication & Media Research (5561)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The subject examines the major research methods used in communication and media inquiry. Building on the examination of theory in earlier subjects, the focus is on critical examinations of the underlying assumptions of theory and their relationships to method. Social science quantitative and qualitative approaches are contrasted with critical and cultural approaches using a variety of case studies from the communication and media literatures. Project work is centred on communication and media problem solving and issue analyses.

## Class Contact

---

Three and a half hours a week.

## Learning Outcomes

---

Students will be understand the main elements of social science quantitative and qualitative research methods; understand the main critical and culturalist research approaches; be able to analyse published communication and media research in journals and government publications; have an appreciation of key research studies in communication and media, be able to apply their understanding of method to issue analyses and problem solving in communication and media.

## Prerequisite

---

Mass Communication Theory or New Technology and Globalisation or Language, Culture and Society.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Contemporary Cultural Practice (5562)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three and a half hours a week.

### Learning Outcomes

---

Upon completion of this subject, it is expected that students will have: an understanding of theoretical issues and debates surrounding the ideas of subjectivity, creativity, and cultural practice; an ability to critically analyse specific examples of contemporary cultural practice; and an ability to conduct a substantial research project.

### Syllabus

---

This subject explores theoretical frameworks for contemporary cultural practice. It begins by considering general dilemmas affecting notions of subjectivity and creativity and then considers specific contexts of creative cultural production. Film, New Media, and Writing provide the main reference points and examples for specific analysis. Assessment for this subject is project-based, enabling students to engage in sustained and detailed cultural studies research.

### Prerequisite

---

004013 Communication Traditions or the permission of the Head of School.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Culture, Identity & Postcoloniality (5563)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Upon completion of this subject, it is expected that students will have: a familiarity with concepts relevant to an analysis of postcolonial literary and filmic texts; an ability to apply these concepts to a critical analysis of texts; and an understanding of the variety of ways in which communities negotiate their identities through cultural forms.

## Syllabus

---

This subject explores and analyses the role of communication and culture in the formation of identity and community, particularly in postcolonial contexts. Its focus is on the role of representation in the production and contestation of identity and community. Various strategies for textual analysis of a range of literary and filmic texts will be examined.

## Prerequisite

---

004013 Communication Traditions or the permission of the Head of School.

## Class Contact

---

Three and a half hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Internet Media & Communication (5564)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2008, 2009)

## Syllabus

---

The subject examines the historical development of Internet Media and its impact on Australian society in the context of an introductory examination of globalisation. Theoretical approaches to new media are examined in the context of social, cultural, political and economic factors. Computer laboratory sessions focus on Internet searching, database searching, including a variety of databases relevant to media and communication.

## Learning Outcomes

---

Students will have an introductory understanding of the role of new media in society; an understanding of the issues surrounding communication and new media; be able to search the Internet and use a variety of databases to search the communication and media literatures; and be able to search newspapers, radio and television databases in the context of issue analysis and problem-solving.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Journalism (5565)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2016, 2017, 2018)

### Class Contact

---

Three and a half hours a week.

### Syllabus

---

The subject introduces students to the essential of journalism practice and involves intensive practical sessions in newswriting for print and broadcast media. Students are also introduced to online journalism concepts. The subject examines newsroom practices and cultures, news planning, gathering, selection and presentation, and ideas about objectivity and news sources. Issues involving defamation and ethics are examined. Newswriting practical sessions cover basic newswriting skills, interviewing and research.

### Learning Outcomes

---

Students will be able to write a simple news story for print, radio and television, and have an appreciation of writing for new media; be able to complete basic research for a news story; have a beginning understanding of the role and responsibilities of journalism in contemporary Australian society; have a good understanding of basic defamation and ethical issues for journalism; and be able to conduct secondary research using a variety of techniques and media.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Language, Culture & Society (5566)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will have an understanding of the complex links between language, and culture and cultural differences as reflected in language; an ability to assess critically judgements based on language use; sensitivity to appropriate language variety when communicating with different audiences; and develop further issue analyses and communication problem-solving.

## Prerequisite

---

Communication Foundations and Communication Traditions.

## Syllabus

---

The subject explores the interrelation between language, culture and society and the role of language as a bridge or a barrier in communication across cultural boundaries. It is based on the discipline of sociolinguistics as well as theoretical approaches to the study of intercultural communication. Main concerns are language as a reflection of culture and social structure, language use as the basis of social judgement and prejudice, issues in multilingual societies, globalisation and linguistic imperialism.

## Class Contact

---

Three and a half hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: New Technology and Globalisation (5568)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

The subject focuses on international media flows and associated technologies, and examines theoretical examinations of these developments, including Development Communication, Cultural Imperialism, and Regional Developments. The impact of international flows on the nation-state, and the policy responses of states (especially Australia) to these flows are analysed. The role and significance of transnational corporations and agencies is examined.

### Prerequisite

---

Communication Foundations and Communication Traditions.

### Learning Outcomes

---

Students will understand the nature and impact of international media flows; understand the implications for nation-states of the new media technologies, from DBS and high-capacity optical-fibre to the World Wide Web; have a critical understanding of theories relevant to international communication; and develop further their understanding of the application of theory to issue analyses and problem solving.

### Class Contact

---

Three and a half hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Communication Foundations (5569)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2008, 2009)

### Class Contact

---

Three hours a week.

### Syllabus

---

The subject introduces students to the multi-disciplinary approach of marketing communication and communication practices. The basic principles and inter-relationship of marketing, public relations and advertising are the focus of this subject. Historical perspectives, ethical codes and practices, societal roles, basic communication models, communication planning and current trends in communication are studied within organisational and institutional cultures.

### Learning Outcomes

---

Students will have a good understanding of basic communication models and theory, as applied to marketing communication, public relations and advertising; have an appreciation of the roles and planning requirements of public relations, advertising and marketing communication in contemporary society; have an understanding of some of the trends within the field of professional communication; develop secondary research skills; and develop written and oral communication skills.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Communication Theory & Mgt (5570)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** Not offered (Also available in: 2007)

### Learning Outcomes

---

Students will further develop their understanding of basic communication models and theory, as applied to marketing communication, public relations and advertising; develop an appreciation of the roles and functions of public relations, advertising and marketing communication in contemporary society and the private, public and not for profit sectors; through assessment, develop secondary research, analytical, written and oral communication skills.

### Class Contact

---

Three hours a week.

### Prerequisite

---

Professional Communication Foundations.

### Syllabus

---

This subject follows on from the theory and concepts examined in Professional Communication Foundations. More detailed consideration is given to the ethical management and practice of integrated communication, with particular emphasis on public relations and advertising. Other functions such as direct marketing, sales promotion and personal selling are also considered and related to public relations and advertising. Basic frameworks for communication practice are studied, using case studies to analyse the application of best practice models of public relations, advertising and marketing communication. Comparisons are made between the communication practices within the private, public and not-for-profit sectors.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Political Communication (5571)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will understand the key theoretical positions in political communication; have a good understanding of the application of political communication research in a variety of contexts; be able to analyse political communication research in journals and government documents, and be able to apply quantitative research methods to problem-solving and issue analyses.

## Prerequisite

---

Communication and Media Research.

## Class Contact

---

Three and a half hours a week.

## Syllabus

---

The subject draws upon earlier study of communication and media theory and research to examine political communication with a focus on news and information media content and audiences. Historical trends in the field are critically examined to establish a context for contemporary research traditions. The subject examines political communication during elections, popular media and political culture, citizenship, news and conflict, relationships between the news media and nation-states, and trends in international comparative research. The major theoretical positions are examined using selected key studies in the field, with a focus on the research methods as preparation for other subjects or the honours course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Reporting (5572)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2016)

## Syllabus

---

This subject explores further the relationships between journalism and society and examines research of newsroom practices and cultures, news selection and presentation, news values in print, radio and on-line environments. Ethical and legal constraints are examined. Practical sessions extended news writing skills, introduce basic feature writing for print and electronic media and focus on basic reporting techniques, including on-line database searching.

## Learning Outcomes

---

Upon successful completion of this subject, students will be able to writing simple news stories for print and radio and on-line productions, develop their understanding of news and journalism research and understand the professional context in which journalists work.

## Prerequisite

---

Introduction to Journalism.

## Class Contact

---

Three and a half hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Media Production 1 (5573)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered (Also available in: 2007)

## Class Contact

---

Three hours a week.

## Syllabus

---

Using lectures, demonstrations and workshops, this subject provides a practical introduction to creating, manipulating and editing visual materials for use in a variety of media production contexts. A series of demonstrations and exercise-based workshops cover the fundamentals of photography and web-page production, while the lecture component presents an overview of the wider applications of such materials in contemporary media forms, together with information placing such materials in both a technical and an aesthetic context.

## Learning Outcomes

---

Upon successful completion of the subject, students will be able to: make, edit and refine digital images for use in a range of media applications; understand the use of light and lighting techniques, and be able to manipulate sources and camera controls to meet specified technical demands; deploy light and lighting techniques to meet aesthetic goals; make appropriate decisions concerning image file compression and storage, and: work effectively in a group production context.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Media Production 2 (5574)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered (Also available in: 2007)

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to: demonstrate creative and technical skills in digital photography, image manipulation, and computer-based 2d animation; write a proposal for a production project; demonstrate an understanding of principles of montage, and an ability to create and structure simple narratives through montage; and create and control image / sound relationships, in composing an animated imagetrack for a pre-existing soundtrack.

## Prerequisite

---

Media Production 1, or the permission of the Head of School.

## Syllabus

---

This subject explores media production for screen-based environments including TV and digital media. It introduces fundamental conceptual elements of screen production, including framing, composition, montage, rhythm, pacing, narrative and image/sound relationships. It also introduces a range of specific techniques and processes, focusing on digital imaging and animation. These include image-based animation, and compositing and keying techniques. This conceptual and practical material is illustrated by case studies of a wide range of media practices, including film, television and digital media.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Media Production 3 (5575)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Media Production 1 and 2, or permission of the Head of the School.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

On completion of this subject, it is expected that students will be able to: effectively record, edit and mix audio; design and structure an audio production; and edit a video narrative according to established conventions.

## Syllabus

---

This subject builds on practical skills acquired in Media Production 1 and 2, and prepares students for higher-level production tasks in both Interactive Multimedia and Television Production Techniques. Students will gain skills in project development, production management, sound recording, sound design, and sound and video editing.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Secondary Teaching Studies 3 (5577)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

Students learn to use and develop own discipline and professional knowledge and MAY gain necessary accreditation to assess National Training Package qualifications. Students will also be encouraged to draw upon and enhance the knowledge, skills and attitudes that are an integral part of teaching. Students will enhance their own skills in this area and also reflect upon the range of their professional responsibilities when teaching in this area. On completion of the subject pre-service teachers will be able to: identify key aspects of the teaching environment that have impacted on them and others as learners; explain aspects of 'best practice' in vocational or other education and why the maintenance of industry standards is important.

### Syllabus

---

This subject provides the bases for professional decisions for classroom practice in a teaching specialisation. As part of this subject students study issues and practices related to vocational education OR other advanced teaching skills and MAY complete a Statement of Attainment - Workplace Assessor devised to enable preservice teachers to build on the work undertaken in their Training Package Qualifications or other undergraduate discipline studies.

### Class Contact

---

Four hours or equivalent class contact a week.

### Corequisite

---

### Prerequisite

---

Secondary Teaching Studies 1 and Secondary Teaching Studies 2 or permission of the course convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum



- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Legal Research & Writing M (5580)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- UCT4 (BMCPL, Face-to-Face)
- S2 (BRUCE, Online Only)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Dispute Resolution M (5581)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will learn the legal framework in which international disputes are resolved and be able to determine the appropriateness of a particular dispute forum for a particular dispute.

## Class Contact

---

Three hours a week or approximately 40 hours if taught by intensive delivery.

## Syllabus

---

International disputes are those that arise between international actors on the international plane, notably between nation states. This course will examine the characteristics of international disputes between states and the impact of these characteristics on the choice and effectiveness of the methods of international dispute resolution. Topics covered include: UN dispute resolution framework and procedures, international negotiation and mediation, international fact finding, international litigation and arbitration.

## Prerequisite

---

Postgraduate course entry requirements.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to E-Business M (5583)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides a basic grounding in electronic business concepts, tools and practices and establishes a platform for more detailed analysis of the legal, marketing and/or technical aspects of electronic business. Topics include the emerging role of electronic business, the infrastructure and technology of electronic business systems, security and control considerations, electronic marketing, purchasing and payments systems, electronic agents, and implementation planning.

## Learning Outcomes

---

On completion of this subject participants will be able to: appraise the benefits and limitations of electronic business; describe the infrastructure and software requirements of electronic business systems; identify and manage the risks associated with electronic business; develop business plans for implementing electronic business; and demonstrate an appreciation of the international, legal and social environment in which electronic business operates.

## Class Contact

---

Thirty-nine hours per semesters.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: E-Business Law M (5584)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- UCT4 (BMCPL, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- SSUM (BRUCE, Face-to-Face)

## Learning Outcomes

---

: On successful completion of this subject, students will be able to: understand the nature and potential of the electronic marketplace for goods and services; identify, discuss and evaluate the major legal issues upon which a successful e-commerce must depend; the components and rationale underlying Australia's Electronic Transactions legislation; the major consumer concerns in relation to e-commerce; recent international legal developments related to e-commerce; develop foundational skills of legal risk analysis and problem solving.

## Prerequisite

---

Undergraduate degree or status or admission on basis of sufficient work experience as per University rules in relation to Graduate Certificates.

## Syllabus

---

The focus of this subject is on providing non-lawyers (eg managers, those in the IT industry, government and business with the necessary legal literacy and awareness to function effectively in the work environments in which they operate. Given the rapidly changing nature of this area of study the curriculum will be negotiated to suit the needs of the class.

## Class Contact

---

The subject is designed to be delivered in flexible delivery mode and the contact hours will depend upon the participant's background, ability to assimilate the material and opportunities to apply the knowledge. Contact between applicant and tutor will be by phone, email, video-conferencing, intensive teaching or other means as required. In traditional face-to-face mode the contact hours will be approximately forty two for lectures and tutorials.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Issues in Regional & Local Government G (5586)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)
- S2 (BRUCE, Online Only)

## Learning Outcomes

---

Provide innovative leadership for local and regional organisations seeking to improve the efficiency and effectiveness of public sector service delivery; and be able both to anticipate new local and regional management challenges and to apply the intellectual skills required for unforeseen problem solving by intelligently applying relevant "best practice" examples from comparable organisations, both national and international.

## Syllabus

---

This subject will focus on important contemporary local and regional issues such as outsourcing/contracting out; amalgamations; regionalisation and resource sharing; competition policy; and local sustainability. It is one of the "core" subjects in the Graduate Certificate in Regional and Local Government Management.

## Class Contact

---

Forty hours in online delivery mode.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Strategic Leadership G (5587)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1A (BRUCE, INT-HIST)
- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Online Only)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will provide students with the basic concepts and skills in managing at Local and Regional Government levels. These include strategic and community planning, organisational behaviour and leadership. The subject is one of the "core" subjects in the Graduate Certificate in Regional and Local Government Management.

## Learning Outcomes

---

Collect and apply data from various sources to construct a strategic/business/corporate plan for their organisation; be able to anticipate and better deal with the challenges of leadership at local and regional level.

## Class Contact

---

Forty hours in online delivery mode.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: IT Project & Quality Management G (5593)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines the methods and issues in the management of information technology development projects. It is based in national and international standards for project management and quality assurance. Topics include techniques of project scope, work breakdown analysis, task estimating and scheduling, and resource, risk and cost management. The human aspects of project work, teams and communication are addressed as are quality assurance and the construction and improvement of systems to manage project quality, standards. Ethical issues in IT projects are discussed and the technology that supports project and quality management are an integral part of the subject.

## Class Contact

---

Up to four hours of lectures and tutorials a week.

## Learning Outcomes

---

At the successful completion of this subject students will be conversant with the current methods in use to produce information technology based systems on time and within budget. They will be able to prepare the various documents associated with project planning, monitoring and reviewing and with quality assurance. Students will be able to discuss issues associated with project development.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Designing Human-Computer Interaction G (5594)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to five hours a week of lectures, tutorials, laboratory work and group activities.

### Learning Outcomes

---

On successful completion of this subject students will understand the design and evaluation processes central to HCI. Students will also be able to undertake a design project and develop a prototype system applying policies and procedures relevant to user-centred design.

### Syllabus

---

This subject provides a theoretical framework and practical techniques for the user-centred design and evaluation of computer-based systems to support individuals and groups. The subject explores areas of HCI such as computer supported cooperative work, e-business and digital government, information management and information visualisation; the skills required to work within the new IT environments; and issues such as privacy and ethics, usability and sociability in online spaces and places.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Systems Architecture G (5595)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Four hours of lectures, tutorial and laboratory sessions a week.

### Syllabus

---

Students will gain a conceptual framework for understanding the nature and purpose of information systems, and paradigm examples will be introduced and discussed. Different views and contexts of information systems will be examined, for example as user, management, architectural and as human activity systems. Form and function of information systems will be addressed including hardware, network and software architectures. Topics introduced include distributed systems, client-server systems, data management, the convergence of telecommunications and networks, mobile computing, global computing, support of legacy systems and issues of inter-operability of systems. The relevance of standards will be considered.

### Learning Outcomes

---

At the successful completion of this subject students will understand the nature and purpose of information systems architectures from a management perspective. Students will be able to communicate effectively with other information technology professional on architectural aspects of information systems.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Object Modelling G (5596)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject, students will be able to discuss conceptual modelling with an emphasis on the object-oriented approach and will appreciate the purpose and function of modelling within a larger systems development framework. Students will understand the principles and concepts of object-orientation and be capable of using them in information gathering, analysis and modelling to produce an object-oriented requirements specification using UML and a CASE tool. Students will understand a set of object oriented patterns typically found in organisational information systems and be able to apply them in systems definition.

## Syllabus

---

This subject equips students with techniques of conceptual modelling necessary to produce a specification of an information system's domain. The process of domain modelling is considered - from vague systems conceptualisation using soft systems techniques through a process of refinement and verification to a UML based domain specification. The subject covers the theory and practice of the object-oriented methodology focussing on the representation of a domain in terms of objects, scenarios, interactions, states and classes. The subject demonstrates the use of analysis patterns and computer assisted software engineering (CASE) tools in modelling.

## Class Contact

---

Up to four hours of lectures and tutorials a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Maritime Studies M (5597)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Aerospace Studies M (5598)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Land Warfare Studies M (5599)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Joint Operations M (5600)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Australian Defence Studies M (5601)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Command, Leadership & Management M (5602)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Strategic Studies M (5603)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005, 2007)

- S1 (WESTON, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Communication Studies M (5604)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2002, 2005, 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Defence Project M (5605)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2005, 2007, 2008)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Design PG (5606)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

The structure of this subject enables students to explore the central issues, and develop the knowledge and the skills required to engage in rigorous and meaningful research. The methods of research practice derive from basic assumptions about knowledge and knowledge development, thus this subject is closely related and integral to companion subject, Research Methodology. The cumulative work and the topics in the semester will result in the production of a research proposal.

## Class Contact

---

Three hours a week.

## Syllabus

---

The aim of this subject is to enable students to gain knowledge and skills in the processes of research practice. The content of this subject will include a range of methods that are sensitive to the conceptual bases and the interactive nature of nursing and midwifery. On completion of this subject, students are expected to have developed skills in the design of useful, appropriate, rigorous and ethically based research to inform nursing and midwifery practice.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Methodology PG (5607)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

This subject provides students with an overview of the various philosophical positions that guide scientific inquiry. Students will use the multiple perspectives of history, philosophy and science to develop a critical stance towards research and knowledge development in nursing and midwifery. The insights gained from this learning perspective will be applied to development of skills in evidence based decision making for clinical practice.

### Syllabus

---

The subject is designed to provide students with a theoretical basis for inquiry in nursing and midwifery. In this subject students will explore the methodological patterns and assumptions that inform a range of research activities into nursing and midwifery practice and the experiences of health and illness. It is expected on completion of this subject that students will have the ability to apply research methodology to their clinical nursing or midwifery practice.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Performance Audit Project M (5608)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S1A (BRUCE, INT-HIST)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Honours in Applied Science S1FT (5613)

---

**Level:** 4      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Honours in Applied Science S2FT (5614)

---

**Level:** 4      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Honours in Applied Science S1PT (5615)

---

**Level:** 4      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Honours in Applied Science S2PT (5616)

---

**Level:** 4      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting for Managers (5617)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017)

## Learning Outcomes

---

Students will be able to: describe and critically evaluate the respective roles of the accountant, financial controller, treasurer and auditor in public and private enterprise; outline the concept of corporate governance as it relates to the reliability of financial information; interpret, analyse and use information contained in published financial reports for making informed investment decisions; interpret, analyse and use management accounting information for business planning and control; evaluate capital investments using the principles of discounted cash flow; and use accounting and spreadsheet software to support decision-making. In addition to having acquired subject specific knowledge, students should also have improved their generic skills, such as report writing; problem solving; the ability to act and think independently; the ability to collaborate with colleagues; and in the use of information technology.

## Syllabus

---

Accounting for Managers provides non-accounting students with insights into the relevance of financial information for business planning and investment decisions. It consists of three interrelated parts: (i) examinations of the nature, meaning and purpose of financial information; (ii) discussion of management's corporate governance responsibilities with respect to the reliability of financial information; and (iii) case studies in business problem-solving, involving the use, where appropriate, of accounting and spreadsheet software.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Honours, Design (5618)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to two hours a week of seminars.

## Learning Outcomes

---

Students who successfully complete this subject will have: an increased appreciation of the nature of intellectual investigation in their own and another field; and enhanced skills in the practice of research, academic discourse and the presentation of academic investigation.

## Syllabus

---

This subject studies an area of investigation which links the fields of environmental design and management to an area of intellectual investigation in another discipline. A different area of investigation is chosen each year. Seminars discuss papers from the selected discipline. In addition, within the chosen area each student will carry out a small research project on an agreed topic and a substantial piece of written work which utilises the theoretical content of the seminar papers to address the agreed topic.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Community Design (5619)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Architecture Design 3.1 or Landscape Design 3.1.

## Class Contact

---

Up to five hours a week consisting of lectures/tutorials/studio/field trip. This subject may involve a field trip.

## Syllabus

---

This subject provides an introduction to urban design through town, community and housing design studies. Topics include planning frameworks, the dynamic nature of urban processes and the spatial issues of urban design. To reflect the nature of these studies students will be required to work in design interdisciplinary teams as well as individually, and to consider community involvement in the design process.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: demonstrate their ability to work cooperatively in design interdisciplinary teams; define design requirements within a community context; document and present designs which respond to community needs and circumstances; communicate design proposals for public exhibition verbally, graphically and in three-dimensional forms, including models; and demonstrate an understanding of urban planning frameworks.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Exhibition Design (5620)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students who complete this subject should have: an appreciation of the complexities surrounding presentation, representation and meaning; an understanding of the ways an audience can be informed and engaged; skills associated with organising an exhibition; and an appreciation of exhibition design as a cross-disciplinary activity.

## Syllabus

---

This subject introduces the interdisciplinary design themes evident in formally presenting objects and ideas within a suitably constructed space so as to engage and audience. It involves a theoretical examination of the presentation of information and of representation more generally as well as allied issues, such as those found in museology and in public art. It further covers the more practical and organisational concerns associated with the mounting of a public event. The practical work will centre around the designing of one or more exhibitions.

## Class Contact

---

Up to three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contemporary Issues in Design (5621)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1A (INFO-SG, Legacy)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week.

### Learning Outcomes

---

Students having successfully completed this subject will have: a background knowledge of the range of contemporary design issues; a critical understanding of some of the ways designers continue to respond to these issues, and an appreciation of the scope for further contributions to these areas.

### Syllabus

---

This subject comprises a survey of contemporary design issues and the circumstances currently surrounding the production and reception of design objects. The subject emphasises the interconnectedness of forms of contemporary culture, their relation to ideas and circumstances of contemporary society and the implications therein for designers. It partly draws on information and services of cultural institutions in Canberra. Students may be expected to visit exhibitions occurring during the year.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Practice Management (5622)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students who successfully complete this subject will have a practical appreciation of the professional's need to meet legal, programming, marketing and management objectives required in the operation and running of a professional office.

## Class Contact

---

Up to three hours a week.

## Syllabus

---

This subject provides an introduction to operating a professional office. Topics include the professional's legal position, responsibilities and duties, as well as different ways of practising. Matters of professional registration, liability and indemnity are also discussed. An introduction to business procedures including premises, business plans, budgets, financial planning, cost control and advisers and employees are included, together with discussions on office procedures and quality control. The marketing of services and various methods of presentation are covered, including verbal, written, graphic and audio-visual. The team, its co-ordination, programming and management are discussed in detail.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Design History (5623)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having completed this subject will have: a broad understanding of the historical, theoretical and design themes evident over the period; a critical understanding of the position of current design disciplines with respect to the development of technological advances and its manifestation as cultural artefacts; and a knowledge of the relationship of design to a more general history of the development of Western society.

## Syllabus

---

This subject offers a history of ideas and their expression in design from the Renaissance up to the 1970s. Particular attention is paid to the interrelationship between the forms of cultural production for a given era and the broad societal circumstances in which they arose. Emphasis is also placed on the impact of technology, industrialisation and modernity in general on the formulation of the familiar design disciplines.

## Class Contact

---

Up to three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Design Environment (5624)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject employs a systemic approach to examine macro environmental issues impacting upon life, society, decision-makers and designers. It explores the range of impacts (individual and cumulative), human interactions with the natural, social and economic environments. It aims to develop an awareness of critical interdependencies and foster a new knowledge, spirit and action relevant to the design professions. This includes introductory strategies for achieving ecologically sustaining environments through graphic concepts, consumer design processes, natural and built environments. It will require students to engage with aspects of environmental literacy and generic professional skills.

## Class Contact

---

Up to three hours a week.

## Learning Outcomes

---

Students who successfully complete this subject will be equipped with: an overview of key environmental issues facing our professional practices and society; an understanding and appreciation of some of the environmental services nature provides; an awareness of the interdependencies between humans and nature; an appreciation of the centrality of design in the move towards sustainability; some conceptual (sustainability) tools to inform 'core' learning; and an enhanced ability to analyse, conceptualise, debate and write about environmental issues facing the design profession.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Design Thinking (5625)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On completion of this subject the expectation is that students will be able to: generate design ideas; think visually; undertake basic research; engage in critical thinking and discussion; and communicate simple concepts graphically.

## Syllabus

---

This foundation subject examines the way designer think and provides students with the means and some of the basic tools that are required to begin to acquire visual skills for themselves. During the semester students will be introduced to the creative process; and become familiar with a range of ways that design ideas are generated and developed in a range of design contexts and across design disciplines. They will also be introduced to notions of critical observation, reading and thinking and to simple concepts of research and criticism.

## Class Contact

---

Up to three hours a week consisting of lectures, tutorials, workshops, field trips and assignments.

© 2004-2019 University of Canberra

## Unit: Design Communication Studies (5626)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to three hours a week of lectures, tutorials, or field trips.

### Syllabus

---

This subject describes and demonstrates different modes of visual communication used in depicting design ideas. It studies the ways in which techniques, the psychology of seeing, and the principles and customs of interpretation affect visual presentation. It also explores some parallel aspects of aesthetic enquiry and critique. Students will acquire elementary design communication skills in several media.

### Learning Outcomes

---

Students having successfully completed this subject will have gained elementary presentation skills in several media and an ability to express design ideas in several media. They will also have gained an initial understanding of: the connections between the necessary vocabulary, critical approaches and modes of depiction and reality; the principle of visual arrangement; the range of modes of communication; and the relationship between the technology used for depiction and visual presentation.

## Unit: Architecture Technology 5.2 (5627)

---

**Level:** 5      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Architectural Design 5.1.

### Corequisite

---

Architecture Design 5.2

### Learning Outcomes

---

Students who successfully complete this subject will have demonstrated a comprehensive technical knowledge of all of the issues associated with contract documentation in architectural practice.

### Syllabus

---

This subject entails the comprehensive technical development of each student's design work undertaken in Architecture Design 5.1 and 5.2. With staff involvement, students will produce architectural working drawings and specifications of a selected portion of their final year design project and submit these as an assignment. They will also be introduced to the principles of cost planning and control.

### Class Contact

---

Up to three hours a week consisting of lectures, tutorial and workshops.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Architecture Technology 4.1 (5631)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject involves a study of all of the technological issues connected with the design and construction of a medium to high rise building in an urban setting such as structural, constructional, regulatory, servicing, and environmental factors. Students will demonstrate learning in this subject by using their own design in Architecture Design 4.1 as a case-study.

## Corequisite

---

Architecture Design 4.1.

## Prerequisite

---

Bachelor of Applied Science in Architecture or equivalent.

## Learning Outcomes

---

Students having successfully completed these two subjects will be able to demonstrate that they can address all of the technical issues associated with the architecture of medium to high-rise buildings and have the critical skills to evaluate information and the ability to integrate the knowledge into the studio design process.

## Class Contact

---

Up to three hours a week of office/studio work consisting of lectures, seminars, workshops, tutorials, site visits and field trips.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Architecture Design 4.2 (5632)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will have an expanded level of experience in the detailed design of large, complex buildings in urban settings.

## Class Contact

---

Up to five hours a week consisting of lectures, seminars, studio, workshops, or field trips.

## Syllabus

---

This subject continues the study of large architectural projects in urban design. In this subject students will undertake the design of a large mixed-use building type to an ante-professional level of detail taking into account criteria and phases of development such as: historic context, research, brief and site analysis, conceptual design, detail design, design presentation. They will also address tectonic, constructional, structural, servicing, environmental and regulatory issues.

## Prerequisite

---

Bachelor of Applied Science in Architecture or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Design 4.1 (5633)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to five hours a week consisting of lectures, seminars, studio, workshops, or field trips.

## Syllabus

---

This subject commences the study of the design of large buildings and groups of buildings in urban settings which is the theme for the second degree in architecture. Students will begin this subject with a short urban design project and then move onto the design of a high rise or similarly scaled urban building addressing technical, environmental, socio-political, historical criteria as well as the resolution of architectural form.

## Learning Outcomes

---

Students having successfully completed this subject will have experience of the key issues surrounding the design of large buildings and groups of buildings in urban settings. They will also complete the design of a large architectural project.

## Prerequisite

---

Bachelor of Applied Science in Architecture or equivalent.

## Corequisite

---

Architecture Technology 4.1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums



- **H** - Offered in *honours* course curriculums

## Unit: Architecture Technology 3.1 (5634)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject covers the technical aspects of the architecture of concrete-framed masonry medium to large sized buildings including structure, construction detailing, cladding, services and environmental performance.

## Prerequisite

---

Architecture Technology 2.2, Architecture Design 2.1 and 2.2.

## Learning Outcomes

---

Students having successfully completed this subject will be able to develop technical design details, working drawings, services layouts and environmentally responsive proposals for medium to large sized buildings.

## Class Contact

---

Up to four hours a week consisting of lectures, tutorials, seminars, workshops, or field trips.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Design 3.2 (5635)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will have a developed awareness of the tectonic aspects of architecture and be able to undertake design development of a medium sized building by integrating complex technical data and balancing that with considerations of architectural form and conceptual design intent.

## Class Contact

---

Up to five hours a week consisting of lectures, seminars, studio, workshops, or field trips.

## Prerequisite

---

Architecture Design 3.1, Architecture Technology 2.2.

## Syllabus

---

This subject focuses on the integration of structural, constructional, environmental and services aspects of architectural design, in other words it deals specifically with the "tectonics" of architecture. Students will study these issues specifically in relation to their design work produced in Architecture Design 3.1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Design 3.1 (5636)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject develops critical analysis of architectural aesthetics. Design studies of medium scale structures will be introduced to develop more complex techniques and methods of design involving diverse elements and the construction processes. Emphasis in this subject will be on the development of personal design decision-making skills.

## Prerequisite

---

Architecture Design 2.1 and 2.2, Architecture Technology 2.2.

## Class Contact

---

Up to five hours a week consisting of lectures, seminars, studio, workshops, or field trips.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: design and document medium-scale buildings of up to four storeys; synthesise data and information from a wide range of sources including design briefs, building codes and regulations, user requirements, together with structure and construction considerations; and evaluate and critique design responses in terms of current architectural theory and production.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Technology 2.2 (5637)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Architecture Design 2.1.

### Class Contact

---

Up to three hours a week consisting of lectures, tutorials, seminars, workshops or field trips.

### Syllabus

---

This subject continues with the technical aspects of small building architecture including structure with an emphasis on construction detailing, cladding, services and environmental performance for small to medium sized buildings. The syllabus also includes an introduction to site surveying.

### Learning Outcomes

---

Students having successfully completed this subject will be able to survey and document a site and develop technical design details, working drawings and services layouts for small to medium sized buildings. They will also be able to identify and analyse environmental control principles, (passive and active systems), as well as lighting and acoustic design for small to medium scale buildings.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Design 2.2 (5638)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject extends the study of architectural design beyond small private structures to larger public ones. The studio will further develop the range of design skills introduced in Architectural Design 1.1, 1.2 and 2.1 through their application to these larger buildings and end users. The special characteristics of public architecture and the application of an extended range of technical skills will also be central to this subject.

## Class Contact

---

Up to five hours a week consisting of lectures, seminars, studio, or workshops.

## Prerequisite

---

Architecture Design 1.1 and 1.2, Design Technology 1.1 and 1.2, Design Communication Studies.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: design a medium-scale building in accordance with regulatory requirements; design using a range of graphic and 3-D techniques; design using a range of structural and material choices appropriate to medium sized buildings; understand the socio-political impact of their work; determine structural and environmental sufficiency and efficiency of the design; verbally present a design solution to a review panel of staff, students and professionals; and review peer work.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Architecture Design 2.1 (5639)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Architecture Design 1.1 and 1.2, Design Technology 1.1 and 1.2, Design Communication Studies.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: design a small-scale building (up to two storeys) in accordance with regulatory requirements; design using traditional and computer techniques; design using a specified range of structural and material choices; understand the socio-political impact of their work; determine structural and environmental sufficiency and efficiency of the design; verbally present a design solution to a review panel of staff, students and professionals; and review peer work.

## Syllabus

---

This subject develops techniques and methods of architectural design and architectural design decision-making skills. The studio will develop creativity through the exploration of functional understanding, research, analytical communication skills and the study of architecture through precedent, building type, structure and shelter. Case studies of spaces and places will be undertaken and the understanding of architecture through structural, constructional, sociological and environmental determinants will be developed.

## Class Contact

---

Up to five hours a week consisting of lectures, seminars, studio, or workshops.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Architecture Design 1.2 (5640)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

### Class Contact

---

Up to four hours a week consisting of lectures, seminars, studio, or workshops.

### Syllabus

---

This subject begins with the development of the basics of architectural design and introduces the design process and the creation of architectural plans, sections and elevations. As well this subject further explores three dimensional modelling, spatial experience, interpretation and analysis pertaining to the understanding of the production of architecture. This work will be focussed on a simple building type.

### Learning Outcomes

---

Students having successfully completed this subject will be able to appreciate the basics of architectural design and understand the range of skills required to design simple buildings. They will be able to attempt the conceptual drawing and model making exercises associated with the design of a small building.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Design 1.1 (5641)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: explore a range of architectural experiences from personal to public spaces; record architectural experiences and forms using a range of communication techniques; identify physical form determinants, including materials, structure, surface and texture for a range of buildings and building types; and document the design of a small-scale space/place.

## Class Contact

---

Up to four hours a week consisting of lectures, seminars, studio, or workshops.

## Syllabus

---

This subject introduces the vocabulary of architecture and explores the development of three dimensional modelling, spatial experience, interpretation and analysis pertaining to the understanding of the production of architecture.

© 2004-2019 University of Canberra

## Unit: Design Technology 1.2 (5642)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

### Learning Outcomes

---

Students having successfully completed this subject will be able to write and illustrate technical reports; demonstrate their understanding of materials, components and products and their production, behaviour and use; demonstrate a basic understanding of computer based drafting practices; and produce simple technical drawings using CAD.

### Class Contact

---

Up to three hours a week consisting of lectures, tutorials, seminars, or workshops.

### Syllabus

---

This subject examines the materials associated with construction and manufacture in applicable fields. The history, characteristics, behaviour-in-use and application of materials are examined, focussing on selection and use from a designers perspective. Analysis, interpretation and production of written technical reports are examined, and the elementary skills required to produce basic technical drawings using computer aided drafting (CAD) packages are developed.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Design Technology 1.1 (5643)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2005, 2009)

## Syllabus

---

This subject deals with the elementary study of structural behaviour as applied to the design, construction and manufacture of elements in applicable fields. Graphic skills necessary for technical documentation are introduced, focussing on orthographic drawing projections, and the skills and applications of measurement and measured drawings are taught.

## Class Contact

---

Up to three hours a week consisting of lectures, tutorials, seminars, or workshops.

## Learning Outcomes

---

Students having successfully completed this subject will be able to analyse a simple brief of technical nature; apply principles and methods of structural design; build, test and appraise a working structural solution; use a range of technical communication skills; and document plans, elevations and sections of simple forms.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Design 4.2 (5646)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Industrial Design 3.2 and 4.1.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: contribute to the product development process with valuable design solutions; work as part of a team and independently; continue self directed learning processes with initiative, competence and confidence; and present a professional portfolio of their accumulated design skills.

## Syllabus

---

This subject requires students to undertake a major research and development project that provides the opportunity to explore ideas, markets and issues within the industrial design profession. The subject allows the examination and application of design research methods, identified in the previous semester, through self-directed studies with an allocated mentor. Close attention is paid to understanding the implications of wider social, environmental and economic issues. The final submission records and evaluates the design decisions taken in the course of the study and is presented as a formal document which may include three-dimensional CAD modelling.

## Class Contact

---

Up to ten hours a week consisting of lectures/studio/workshop. This subject may include field trips of up to two days.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Industrial Design 4.1 (5647)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to: experience professionally driven product design and development; apply pertinent product design research methods; and fully design and detail a consumer product to near professional level.

## Class Contact

---

Up to ten hours a week consisting of lectures/studio/workshop. This subject may include field trips of up to two days.

## Syllabus

---

This subject requires students to work with professional industrial designers on an industry sourced design project. The focus is a semester long design project that applies and tests the theories and practices in industrial design. This may include detailed marketing research, formal client presentations and product design and development employing virtual parametric modelling techniques. The subject builds on industrial design research methodology, stressing the formation of a well-researched brief in order to optimize the results of the process of industrial design.

## Prerequisite

---

Industrial Design 3.1 and 3.2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Industrial Design 1.1 (5648)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

## Syllabus

---

This first year subject is an introduction to industrial design, exploring the analysis and manipulation of two- and three-dimensional forms. The focus of the subject is on the acquisition of two and three dimensional design skills such as concept generation and basic form development. Design projects in this the remaining Industrial Design subjects are the main vehicles for generic skill acquisition related to design, specifically issue recognition, information searching, analysis, design synthesis and evaluation.

## Learning Outcomes

---

Student having successfully completed this subject will be able to: apply perspective drawing skills and identify suitable media for basic rendering presentations; visualise, construct and manipulate three-dimensional form employing basic modelling techniques; and apply appropriate workshop practices and skills to facilitate investigation into basic shapes, textures, materials and structures.

## Class Contact

---

Up to four hours a week consisting of lectures/studio/workshops.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master Thesis in Applied Psychology M2AP (5649)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of the subject, students will have designed a research project from the field of sport psychology, independently collected and analysed the data from survey designs or experimental designs in sport and exercise psychology and be able to communicate the results of the independent research in a form acceptable for publication in a referred journal.

## Syllabus

---

The subject is based upon the requirements for the Australian Psychology Society. Following successful completion of M1A, students will collect and analyse data for the research design developed in M1A. This will be followed by analysing and interpreting the data and preparing the final report which may include material from M1A. The report will take the form of a thesis up to 15,000 words. There will be two examiners, with at least one being external to the University of Canberra.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Design 3.2 (5650)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to: demonstrate an understanding of the variety of issues involved when developing a working design brief; design a typical product in plastic to a detailed piece part level; and present the design using written graphic and oral communication skills.

## Syllabus

---

This subject places emphasis on the relationship between the industrial designer and product planning. It studies the way design responds to marketing theory and practice and their influence on product development. Briefs are developed which consider marketing, ergonomics, production engineering parameters and issues of ecology along with their effects on society.

## Prerequisite

---

Industrial Design 2.2 and 3.1.

## Class Contact

---

Up to five hours a week consisting of lectures/studio/workshop. This subject may include field trips of up to two days.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Design 3.1 (5651)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Industrial Design 2.1 and 2.2.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: communicate a finished design solution via three- dimensional models, two-dimensional engineering drawings and two-dimensional rendering presentations; pursue ethical considerations and concepts as they relate to industrial design; and apply a variety of design approaches, including bionics.

## Syllabus

---

This subject expands the creative skills essential to product design via a program with increased levels of project complexity which maintains an emphasis on manufacturing processes. The subject introduces students to the design profession and includes lecture and tutorial programs on bionics and design.

## Class Contact

---

Up to five hours a week consisting of lectures/studio/workshop. This subject may include field trips of up to two days.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Design Technology 2.2 (5652)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to: identify and describe primary production processes; design for manufacture, specifically selecting appropriate materials and processes; understand the environmental implications of material and process selection; and communicate manufacturing design proposals.

## Prerequisite

---

Design Technology 1.1 and 1.2.

## Syllabus

---

This subject introduces the primary manufacturing materials and processes involved in product design and development. The manufacturing focus concentrates on plastic and metal production processes. The subject deals with production engineering and product design communication, introducing Computer Aided Design and Manufacture, and increasing student understanding of the principles of engineering drawing practice.

## Class Contact

---

Up to five hours a week consisting of lectures/studio/workshop. This subject may include field trips of up to two days.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Industrial Design 2.2 (5653)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Industrial Design 1.2 and 2.1.

## Class Contact

---

Up to five hours a week consisting of lectures/studio/workshop. This subject may include field trips of up to two days.

## Syllabus

---

This subject introduces design as the central creative activity responding to production engineering and other manufacturing processes. This subject aims to achieve an appropriate level of competence in three-dimensional design. Emphasis is placed on the importance of detail in product design solutions, human factor requirements and environmental parameters.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: pursue the development of investigative techniques and skills relevant to the design, manufacture and the finalisation of appropriate engineering drawings; determine and apply design methodologies applicable to industrial design and the potential variety of design parameters; and design basic product forms at an intermediate level.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Industrial Design 2.1 (5654)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to: communicate three-dimensional form in a range of two-dimensional rendering formats and techniques; pursue an understanding of design methodologies used by industrial designers; and design simple objects.

## Prerequisite

---

Industrial Design 1.1 and 1.2.

## Syllabus

---

This subject is one of continuing design skill acquisition within a project-based design program. The subject has a three-dimensional creative focus. Emphasis is also placed on responding to the criteria detailed in the design brief and identifying and applying appropriate design methodologies. Criteria could include manufacturing process and environmental parameters.

## Class Contact

---

Up to five hours a week consisting of lectures/studio/workshop. This subject may include field trips of up to two days.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Design 1.2 (5655)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

## Syllabus

---

The first year subject is an introduction to problem solving as a primary tool in the development and analysis of two and three-dimensional form. The unit examines a variety of workshop and computer based modelling techniques that support the development of three-dimensional resolution and judgement. The subject also introduces design research methodologies that promote design innovation.

## Class Contact

---

Up to four hours a week consisting of lectures/studio/workshops.

## Prerequisite

---

Industrial Design 1.1.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: apply problem solving techniques; develop three-dimensional form employing workshop and computer modelling techniques; and apply research skills to innovative product design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: User-Centred Design (5656)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to five hours a week consisting of lectures/studio/workshop. This subject may include field trips of up to two days.

## Syllabus

---

This subject deals with the concepts and applications of human factors for the development of a user-centred approach to design. It introduces the history and scope of human factors governing digital interaction and user trial techniques. Practical projects and exercises are used to demonstrate the importance of, for example, human dimensions, graphic interface and user acceptance.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: determine principles relevant to the exercise of user-centred design; apply graphic interface principles to digital design; apply human factors principles to design projects; and work independently and as part of a team.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design 4.2 (5657)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

In this subject students will work in a professional atmosphere to develop their individual capabilities and their abilities to work co-operatively with colleagues and specialist professional consultant groups. Advanced projects integrating aspects of the graphic design process, techniques and technologies are undertaken. Project briefs will focus on developing and evaluating appropriate design responses.

## Prerequisite

---

Graphic Design 4.1.

## Class Contact

---

Up to eight hours a week consisting of lectures/tutorials/studio.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: complete design projects to a standard ready to enter the profession of graphic design; give creative and imaginative visual form to messages, events, ideas and values in graphic communication; convey design concepts using appropriate visual communication skills; apply the processes necessary to manage, implement and evaluate graphic design projects; integrate graphic design skills and technologies and conceptual and presentation methods to professional entry level; work as part of a team and independently; and continue self-directed learning processes with initiative, competence and confidence.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design 4.1 (5658)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Graphic Design 3.2.

## Syllabus

---

Advanced projects integrating aspects of the graphic design process, techniques and technologies are undertaken. Project briefs will focus on developing and evaluating appropriate design responses and personal style. Web design and multimedia techniques will be explored and integrated into graphic design project solutions.

## Class Contact

---

Up to eight hours a week consisting of lectures/tutorials/studio.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: complete design projects to a standard ready to enter the profession of graphic design; give creative and imaginative visual form to messages, events, ideas and values in graphic communication; convey design concepts using appropriate visual communication skills; integrate graphic design skills and technologies and conceptual and presentation methods to an advanced level; and develop self-directed learning processes with initiative, competence and confidence.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Graphic Design Technology 3.2 (5659)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will develop and explore the theory and practical application of graphic design production techniques and technologies created by modern reproduction and information transfer methods. Projects will be undertaken which emphasise the skills and technical knowledge base necessary for production in digital media.

## Prerequisite

---

Graphic Design Technology 2.2.

## Class Contact

---

Up to five hours a week consisting of lectures/tutorials/studio.

## Learning Outcomes

---

Students having successfully completed this subject will: have achieved competence in planning and production management in graphic design; and be able to complete production projects to a standard ready to enter the profession of graphic design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design Technology 2.2 (5660)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to five hours a week consisting of lectures/tutorials/studio.

### Learning Outcomes

---

Students having successfully completed this subject will be able to: recognise and describe standard production processes in print and digital media; prepare digital files as required for industry production; apply appropriate terminology for specification in print and digital media, employing current professional procedures; and develop computing techniques integrating text and image management.

### Prerequisite

---

Graphic Design Technology 1.2.

### Syllabus

---

This subject investigates the theory and practical application of graphic design production processes, techniques and technologies. Projects will be undertaken which develop and integrate the principles, systems, components and skills necessary for technical communication and production.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design 1.1 (5661)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009, 2010)

## Learning Outcomes

---

Students having successfully completed this subject will be able to: integrate text and image to communicate a specific concept at a foundation level; identify the use of type appropriate to the task; demonstrate technical and creative abilities in graphic presentation and layout techniques; and apply an awareness of design techniques to target communication to a specific audience.

## Class Contact

---

Up to four hours a week consisting of lectures/tutorials/studio.

## Syllabus

---

This subject explores simple graphic design tasks to develop abilities to conceptualise and produce design proposals, and through project work to acquire an increasing level of design skills and audience appreciation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master Thesis in Applied Psychology M1AF (5663)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2003, 2006)

### Syllabus

---

The subject is based on the requirements for the Australian Psychology Society. Students will choose a supervisor and undertake an individual research project in some area of sport and exercise psychology. Students will participate in formulating research question(s), and designing the study, including the selection of appropriate methodology. This report will be written up in the form of an introduction including statement of the problem, review of literature, statement of hypotheses, and methods up to 5000 words. The report will be presented at a research seminar to relevant staff in the Psychology program.

### Learning Outcomes

---

On successful completion of the project, students will be able to: design a research project relating to a psychological issue in the field of sport and exercise psychology, to the satisfaction of the course convener, and orally present the research design to an assessment panel of Psychology staff at a level acceptable to the panel.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master Thesis in Applied Psychology M1AP (5664)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

On successful completion of the project, students will be able to: design a research project relating to a psychological issue in the field of sport and exercise psychology, to the satisfaction of the course convener, and orally present the research design to an assessment panel of Psychology staff at a level acceptable to the panel.

### Syllabus

---

The subject is based on the requirements for the Australian Psychology Society. Students will choose a supervisor and undertake an individual research project in some area of sport and exercise psychology. Students will participate in formulating research question(s), and designing the study, including the selection of appropriate methodology. This report will be written up in the form of an introduction including statement of the problem, review of literature, statement of hypotheses, and methods up to 5000 words. The report will be presented at a research seminar to relevant staff in the Psychology program.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master Thesis in Applied Psychology M2AF (5665)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- R2 (BRUCE, Face-to-Face)
- R1 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject is based upon the requirements for the Australian Psychology Society. Following successful completion of M1A, students will collect and analyse data for the research design developed in M1A. This will be followed by analysing and interpreting the data and preparing the final report which may include material from M1A. The report will take the form of a thesis up to 15,000 words. There will be two examiners, with at least one being external to the University of Canberra.

## Learning Outcomes

---

On successful completion of the subject, students will have designed a research project from the field of sport psychology, independently collected and analysed the data from survey designs or experimental designs in sport and exercise psychology and be able to communicate the results of the independent research in a form acceptable for publication in a referred journal.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design Technology 1.2 (5666)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to five hours a week consisting of lectures/tutorials/studio.

### Syllabus

---

This subject develops the techniques and technologies of graphic design as conceptual media while developing skills via practical assignments of increasing complexity pursuing areas of study such as graphic design presentation, typography, illustration, photography and computer based techniques as required.

### Learning Outcomes

---

Students having successfully completed this subject will be able to: apply a variety of illustration and photography techniques at an intermediate level; demonstrate proficiency in industry standard computing packages for graphic design; interpret images with an appropriate visual vocabulary; and demonstrate methods of enquiry appropriate to the evaluation of design issues.

### Prerequisite

---

Graphic Design Technology 1.1.

## Unit: Graphic Design Technology 1.1 (5667)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject gives a comprehensive practical foundation in the techniques and technologies of graphic design including visual awareness, creativity, design processes and skills such as design presentation, typography, illustration, photography and computer based techniques.

## Class Contact

---

Up to five hours a week consisting of lectures/tutorials/studio.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: identify and apply a variety of illustration and photography techniques; execute to an intermediate level computing programs which produce integrated text and imagery; produce a range of images using various illustration media; use a 35mm camera and accessories to produce photographic images; and research visual communication through exploration and analysis in the areas of photography and illustration.



## Unit: Graphic Design 1.2 (5668)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009, 2010)

### Class Contact

---

Up to four hours a week consisting of lectures/tutorials/studio.

### Learning Outcomes

---

Students having successfully completed this subject will be able to: integrate text and image to communicate a specific concept at a basic level; identify the use of type appropriate to the task; demonstrate technical and creative abilities in graphic presentation and layout techniques; and apply an awareness of design techniques to target communication to a specific audience.

### Syllabus

---

This subject explores graphic design tasks to develop abilities to conceptualise and produce design proposals and develop basic design skills together with a design vocabulary.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Technology 4.1 (5669)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject integrates technological understanding and skills acquired throughout the technology core. It introduces students to the basic processes involved in the layout and compilation of a landscape architect's professional construction package. Each student is required to prepare a suite of construction drawings and specifications relevant to the implementation of a landscape design.

## Prerequisite

---

Landscape Technology 3.1.

## Learning Outcomes

---

Students having successfully completed this subject will be able to determine the necessary construction drawing and specifications for a given design using the same written, visual and mathematical communication methods as are used in the landscape architecture profession.

## Class Contact

---

Up to four hours a week consisting of lectures/studio/field trips.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Design 4.2 (5670)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Landscape Design 4.1.

### Class Contact

---

Up to ten hours a week consisting of lectures/studio/field trips.

### Syllabus

---

This subject consists of an intensive design practicum in which students are introduced to an office studio design environment and team work practices. Design solutions will focus on both urban and rural landscapes in the context of contemporary design theory and practice.

### Learning Outcomes

---

Students having successfully completed this subject will have: gained an understanding of contemporary design issues; and will be able to undertake a complex contemporary design exercise requiring team work within a limited time frame; complete a design to a professional standard; monitor their progress in completing a design; critique a design and their design process, thus gauging an understanding of their capabilities both individually and within a team.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Numerical Analysis G (5671)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Numerical Analysis studies algorithms and computer techniques for solving mathematical problems. Topics covered include: solution of nonlinear equations and systems, recurrence relations, stability, interpolation and approximation, numerical integration, solution of differential equations, Fourier series and the Fast Fourier Transform.

## Class Contact

---

Two hours of lectures and one hour of tutorial a week.

## Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered, and use this understanding to: apply the computer techniques to practical problems in engineering and in physics; assess the reliability of their solutions.

## Prerequisite

---

Completion of the equivalent of 000576 Mathematics 2.

## Corequisite

---

This subject is normally available only as one of a pair of two credit point subjects as specified in course particulars.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Landscape Planning 3.2 (5672)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to: methodically approach a complex land-use issue, define stakeholders and environmental processes involved, and develop landscape strategies; combine spatial data sets using computer-based geographic information systems and present their findings orally, in writing and visually using traditional and electronic media.

## Syllabus

---

The subject introduces students to the principles of large scale landscape assessment involved in landscape planning based on the concept of landscape as a sustainable resource. Techniques involved in visual, cultural and ecological aspects of landscape assessment and in combining spatial map data and an introduction to computer based geographic information systems are covered.

## Prerequisite

---

Ecology and Biodiversity 1.

## Class Contact

---

Up to four hours a week of lectures/seminars and flexible delivery.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Landscape Technology 3.1 (5673)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to interpret a brief for the design and documentation of site elements; demonstrate an understanding of the issues of material selection; apply design principles and develop appropriate design details to meet functional and aesthetic requirements; and demonstrate written, visual and mathematical communication skills as used in the landscape architecture profession.

## Syllabus

---

This subject examines the principles and issues of landscape architectural construction. The history, characteristics and application of landscape materials are introduced, and their role in the design process examined. Design of specific landscape elements, including water features, walling systems and timber structures is introduced, and basic skills in documentation procedure developed.

## Prerequisite

---

Landscape Technology 2.2.

## Class Contact

---

Up to four hours a week consisting of lectures/studio/field trips.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Landscape Design 3.1 (5674)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

In this subject students undertake the siting and design of systems and facilities in a non-urban setting using ecological and cultural principles of planning and design. The approach is guided by a process that uses scientific, cultural and technical information. Resultant master plans or detailed designs for each individual project should reflect the process of synthesis.

## Prerequisite

---

Landscape Design 2.2.

## Class Contact

---

Up to five hours a week of lectures/tutorials/field trips.

## Learning Outcomes

---

Students having successfully completed this subject will be able to: have a detailed understanding of the breadth and scope of master planning; understanding that the relationship between site and context is a significant part of the design process; have developed an ability to be able to use this knowledge to convey information through a variety of graphic techniques at medium and detailed scale design; and have developed landscape designs congruent with the cultural and ecological context.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Landscape Technology 2.2 (5675)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Design Technology 1.1 and 1.2.

### Learning Outcomes

---

Students having successfully completed this subject will be able to: determine the grading, drainage and earthwork requirements from a design brief; execute drainage and grading plans via the application of relevant technical formulae in order to achieve functional, aesthetic and ecologically sustainable solutions, communicate the grading, drainage and earthwork solutions of the design using the same written, visual and mathematical communication methods as are used in the landscape architectural profession.

### Class Contact

---

Up to four hours a week of lectures/tutorials/studios/field trips.

### Syllabus

---

This subject introduces the principles and applications of principles for surveying, grading, drainage and earthwork calculations and encourages the skills required for the integration of design and landform. Pedestrian and vehicular circulation design is explored with an emphasis on the layout of roads, car parks, cycle and pedestrian paths. The hydrologic cycle and the effects of its manipulation in terms of catchment management principles is studied.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Landscape Design 2 (5676)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Landscape Design 1.1 and Landscape Design 1.2.

## Class Contact

---

Up to five hours a week consisting of lectures/studio/field trips/workshops/seminars.

## Syllabus

---

In this subject, as well as continuing to develop landscape design skills at a range of scales and complexity, students will be required to address a real project for a real client.

## Learning Outcomes

---

Students having successfully completed this subject will be able to design landscapes which demonstrate the conceptual and contextual nature of a project; identify and respond to a range of stakeholders; assess future directions as well as resolve current issues; demonstrate an understanding of the implications of their design; and communicate these ideas in a creative and professional manner.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape History 2 (5677)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will be able to understand the ways in which histories of landscape architecture are constructed and of current issues in historiography; analyse design responses in terms of historical theory and methods and critically evaluate these ideas through discourse and written presentation; and appreciate the work of those who write in this area.

## Syllabus

---

The study comprises an intensive study in the historical and cultural production of landscapes. Associated issues of historiography and historical research are emphasised. The subject critically analyses the relationship of designed landscapes to culture.

## Class Contact

---

Up to three hours a week in which approximately half will be lectures and half seminars.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Landscape Design 1.2 (5678)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

## Learning Outcomes

---

Students having successfully completed this subject will be able to demonstrate an understanding of the theoretical basis of design and landscape management; apply the design process to a range of circumstances including hypothetical scenarios at a domestic-scale of design; and communicate ideas using a range of graphic and verbal techniques

## Syllabus

---

This subject explores the theoretical basis of landscape design and develops the landscape design process through hypothetical exercises and a small-scale/domestic-scale project with an emphasis on plant selection and landscape management. Techniques of presentation and creative responses are emphasised and the client/agent relationship is addressed.

## Class Contact

---

Up to five hours a week consisting of lectures/studio/field trips.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Landscape Design 1.1 (5679)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

## Syllabus

---

This subject introduces students to the concept of landscape as a rich montage reflecting cultural influences and natural factors in which there are layers and patterns which have human meaning. Students are encouraged to interpret the variety and expression inherent in urban and rural landscapes and develop the capacity to communicate these in a variety of ways. The role of plant material in design is emphasised. The design process stages of design formulation, site appraisal and site analysis are also presented.

## Learning Outcomes

---

Students having successfully completed this subject will understand basic landscape principles and communication techniques; appreciate that landscapes are multi-dimensional settings reflecting cultural, natural and technological influences and ways of seeing; understand the design process as it relates to landscape design; and gain an appreciation of the role of plants in design.

## Class Contact

---

Up to five hours a week consisting of lectures/studio/field trips.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Microbiology G (5680)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to: assess the clinical significance of micro- organisms isolated in laboratories.

## Class Contact

---

Three one-hour lectures, one three-hour practical a week and one two-hour practical a week.

## Syllabus

---

This subject introduces principles of clinical microbiology (including bacteriology, mycology, parasitology and virology). The emphasis will be on the diagnosis of clinically relevant microbes and their treatment. Practical skills in specimen collection, processing, identification and antimicrobial sensitivity determination of medically important microbes are emphasised through the use of case studies and their related specimens.

## Prerequisite

---

Graduate entry requirements including a science undergraduate degree or equivalent experience as assessed by the subject convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Haematology G (5681)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to: formulate a plan to investigate common blood disorders (with a view to making a diagnosis) and predict the anticipated laboratory findings and outcomes.

## Class Contact

---

Three one-hour lectures and one four-hour practical a week.

## Syllabus

---

This subject primarily considers the cellular components of blood (red cells, white cells and platelets) the development, function and regulation of their numbers and kinetics. In addition, it considers aspects of blood coagulation and blood banking. The laboratory component introduces techniques commonly used to develop a diagnosis of blood disorders and utilise fresh samples from local pathology labs.

## Prerequisite

---

Graduate entry, full-year of tertiary biochemistry plus some immunology and consent of the subject convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Integrated Studies of Disease G (5682)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject integrates information from several clinical disciplines with a view to providing a holistic understanding of major diseases of high prevalence in Australia will be considered. Relevant clinical biochemistry, microbiology, haematology and immunology laboratory findings will be analysed. The social and ethical aspects of diseases and their diagnosis will also be considered.

## Prerequisite

---

Graduate entry plus some background in microbiology, biochemistry immunology and permission of the subject convener.

## Class Contact

---

Three one-hour lectures and one four-hour practical a week.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to: deduce from a clinical history sufficient insight to synthesise a likely diagnosis as well as predict the clinical laboratory findings.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Chemistry Instrumentation G (5683)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject introduces the basic principles of modern analytical instrumentation and their application in clinical diagnostic laboratories. The subject examines the principal instrumental methods (spectrophotometry, electrochemistry and chromatography) plus approaches to automation, quality assurance and the role of national accreditation/testing authorities.

### Prerequisite

---

Graduate entry, a full-year of tertiary chemistry (organic and inorganic) plus a full-year of tertiary biochemistry and permission of the subject convener.

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to: formulate a plan to establish a quality assurance program in a routine diagnostic clinical chemistry laboratory.

### Class Contact

---

Two one-hour lectures and one three-hour practical a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Molecular Biology G (5684)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2006)

## Syllabus

---

This subject introduces aspects of, and techniques associated with, analysis of the biologically important macromolecules DNA, RNA and protein. Theoretical focus will begin with the chemistry of nucleic acids, gene structure, genetic transcription/translation through to manipulation of nucleic acids for gene cloning and related biotechnology techniques. This framework will be extended into medical applications, namely human disease diagnosis and therapeutics. Attention will also be paid to the ethical challenges that these techniques present. The practical components of this subject will enhance the theoretical concepts by providing students with projects in which they apply a range of molecular skills including those used in medical diagnostics.

## Class Contact

---

Three one-hour lectures and one four-hour practical a week.

## Prerequisite

---

Graduate entry, a full-year of tertiary chemistry (organic and inorganic) plus a full-year of tertiary biochemistry and permission of the subject convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Immunology G (5685)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Class Contact

---

Three one-hour lectures and one four-hour practical a week.

## Syllabus

---

This subject begins with considering the normal human immune response that typically occurs after infections - cellular aspects, non-cellular aspects and aspects of immune memory. Some aspects of this response (role of cytokines and generation of antibody diversity) will be covered at the molecular level. In addition, topics covered will include diseases where the immune response is inappropriate (excessive or deficient) and the diagnosis of same. The laboratory component will introduce techniques typically used in contemporary immunology labs and include immunologic approaches to disease diagnosis.

## Prerequisite

---

Graduate entry plus a full-year of tertiary biochemistry and permission of the subject convener.

© 2004-2019 University of Canberra

## Unit: Current Issues in Tourism (5689)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Upon completion of this subject, it is expected that students will be able to demonstrate a conceptual understanding of the nature, extent and importance of tourism as a phenomenon and an industry; identify future prospects for tourism; demonstrate awareness of the conceptual framework and approaches to tourism analysis and study; identify major issues facing contemporary tourism; demonstrate an understanding of the economic, social and environmental impacts of tourism and to critically examine community, government and industry responses to these impacts.

## Syllabus

---

This subject reviews concepts and theories underpinning tourism studies. Students will focus primarily on the approaches to the study of tourism and in particular contemporary issues in tourism management; namely the economic, social and cultural impacts of tourism and the changing nature of tourism markets. The aim of the subject is to review the concepts of demand and supply and explore in particular the nature of tourism supply.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Tourism Systems (5690)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Upon completion of this subject is expected that students will be able to demonstrate a conceptual understanding of the nature, extent and importance of tourism and the tourism industry; identify historical developments in tourism; demonstrate awareness of interdisciplinary and general systems approaches to the study and analysis of tourism; demonstrate knowledge of the composition and structure, functions, operations and interactions of sectors in the tourism industry; demonstrate an understanding of the nature, scope and importance and involvement in the tourism industry and all levels both domestically and internationally and finally demonstrate knowledge of the key determinants of demand.

## Syllabus

---

This subject introduces students to concepts and theories underpinning the study of tourism. Students will focus primarily on approaches to the study of tourism and the evolution and structure of the tourism industry. In particular students will be introduced to the concepts of demand and supply and explore the key functions of tourism demand.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Microwave Communications (5694)

---

**Level:** 4      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to four a week of lectures, tutorials and laboratory work wave propagation and radio frequency techniques, with particular reference to microwave and radio frequency circuits, devices and systems. Major topics include: satellite and terrestrial communication systems, active and passive microwave circuits, devices and systems, microwave measurements, matching techniques, and specialist antenna systems.

### Learning Outcomes

---

After successfully completing this subject, students will be able to apply their knowledge of microwave circuit theory and devices to the design of microwave systems, subsystems and components which includes couplers, amplifiers, oscillators and filters and will be able to confidently handle the equipment available in modern radio frequency laboratories. In addition, students will be able to perform link calculations for modern communication systems.

### Prerequisite

---

Radio Communications.

## Unit: Optical Communications (5695)

---

**Level:** 4      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** Faculty of Information Sciences & Engineering

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject develops the engineering applications of guided and free-space electromagnetic wave propagation with particular reference to optical communication systems. Major topics include optical fibre and free-space communication: atmospheric optics; optical fibre propagation; optical communication receivers and transmitters; optoelectronic devices and circuits, complete optical communication systems.

## Prerequisite

---

Optics and Photonics.

## Learning Outcomes

---

After successfully completing this subject, students will be able to apply their knowledge of microwave circuit theory and devices to the design of microwave systems, subsystems and components which includes couplers, amplifiers, oscillators and filters and will be able to confidently handle the equipment available in modern radio frequency laboratories. In addition, students will be able to perform link calculations for modern communications systems.

## Class Contact

---

Up to four hours a week of lectures, laboratory work and computer simulation.

© 2004-2019 University of Canberra

## Unit: Multimedia Graphics M (5696)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

## Syllabus

---

Students will be introduced to a range of experimental techniques of image capture and manipulation to creatively develop ideas from concept to finish image. Standard graphic techniques such as illustration, collage, montage and photography will provide the basis for more advanced instruction in digital techniques such as animation and interactivity. Various theoretical approaches to visual representation will be critically assessed in relation to a diversity of audiences, particular aesthetic styles and viewing regimes. Students will produce still and animated images and explore their use in relation to site content, communication, navigation and useability.

## Class Contact

---

Fully online delivery, contact course convener.

## Learning Outcomes

---

Students will be able to: explore theoretical approaches to visual representation with regard to aesthetic style, viewing regimes and audience, create and optimise multimedia graphics (both still and animated); develop effective graphical user interfaces and navigational elements; and demonstrate a clear understanding of the informational and aesthetic requirements of multimedia graphics.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Interactive Writing M (5697)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

## Syllabus

---

This course covers all writing tasks involved in the development of computer-based interactive multimedia. The approach is inclusive of all delivery platforms, but principally addresses CDs, DVDs and the Web. It covers proposals, outlines, treatments, design documents and scripts, and treats as central the creation of user-driven interactivity in information architecture, on-screen text, narrative/information structure, dialogue, interface and characters.

## Learning Outcomes

---

Students will be able to: evaluate, critically analyse and re-edit documentation prepared by others for an interactive environment; re-write conventional/linear documents, where appropriate, for interactive presentation; write original proposals, outlines, treatments, design documents and scripts from appropriate briefing documentation; design appropriate textual interfaces and navigation systems for interactive documents; and choose and use software applications appropriate to writing for either CD/DVD or World Wide Web presentation.

## Class Contact

---

Fully online delivery, contact course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Web Design and Delivery M (5699)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** Not offered (Also available in: 2006)

### Class Contact

---

Fully online delivery, contact course convener.

### Syllabus

---

This subject will provide students with an understanding of the theory and concepts involved in the design considerations, cognitive aspects and the dynamics and interactions at the human-computer interface of the Web. It will enable students to understand the relationship between human-computer interaction, the human-computer interface and information literacy, and develop skills in using the web as a communications tool. Students will link theory with practice by developing a web site based on the analysis and documentation of the specific information and communication needs of an organisation.

### Learning Outcomes

---

Students will be able to: understand the theory and concepts involved in Web design, determination of cognitive aspects, and human-computer interaction with the Web; identify and analyse the information and communication needs of an organisation and determine which needs can be met through the development of a website; develop skills in writing online policies, standards and guidelines for electronic publishing of digital information; learn skills in writing HTML and use a WYSIWYG (what you see is what you get) software package (Dreamweaver or FrontPage) to develop a website; and develop skills in best practice principles in web design.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Analysis & Retrieval M (5701)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Class Contact

---

Fully online delivery, contact course convener.

### Learning Outcomes

---

Students will be able to: understand the conceptual influences, models and contemporary approaches to the theory and principles of information literacy; understand the major issues in locating, interpreting, analysing, synthesising, evaluating and communicating information; and complete a thorough literature search on a particular topic using both print and electronic sources for a selected client.

### Syllabus

---

This subject will provide students with an understanding of information theory and the concepts and principles of information access and retrieval. It will enable students to effectively locate, interpret, analyse, synthesise, evaluate and communicate information.

© 2004-2019 University of Canberra



## Unit: Knowledge Management Principles M (5702)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2003, 2006)

- S1A (BRUCE, Online Only)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject considers the role and function of knowledge management in a wide range of organisations. Starting with the nature of knowledge and how we can 'know' things, it will examine those aspects of organisational culture and behaviour that facilitate a knowledge sharing environment, along with systems theory and complexity theory. It also examines the role of technology in the knowledge management function, develops skills and attitudes important for professionals operating as key members of a knowledge management team and presents some management principles that will facilitate the establishment of a knowledge management program in an organisation.

## Learning Outcomes

---

On successful completion of this subject students should be able to: understand the place of knowledge management within an organisation; have examined the theoretical underpinning of the knowledge management process; appreciate the role of technology in the knowledge management process; through the assessment process, develop knowledge, skills and attitudes that will allow them to operate effectively as a member of knowledge management team; and have examined some management principles that will facilitate the establishment of a knowledge management program in an organisation.

## Prerequisite

---

Organisational Behaviour G or permission of the subject convener.

## Class Contact

---

Mixed delivery available contact course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Knowledge Management Processes M (5703)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2003, 2006)

- S1A (BRUCE, Online Only)

### Class Contact

---

Mixed delivery available contact course convener.

### Prerequisite

---

Knowledge Management Principles M or permission of subject convener.

### Learning Outcomes

---

On successful completion of this subject students should be able to: use a systems analysis approach to identify and map organisational knowledge and information needs; identify the processes involved in capturing, contextualising, valuing and sharing an organisation's intellectual assets, both tacit and explicit; and identify significant problems and solutions associated with the application and use of contemporary and developing knowledge and information management systems.

### Syllabus

---

This subject builds on previous study and professional experience. It focuses on the processes involved in the systemic determination of information and knowledge needs of organisations, the creation, capture and maintenance of relevant information and knowledge as intellectual capital, and the management of the information including transferring, safeguarding and maximising its use in the interests of tactical and strategic organisational outcomes.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Knowledge Management Leadership M (5704)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** Not offered (Also available in: 2002, 2006)

### Learning Outcomes

---

On successful completion of this subject students should be able to: gain an understanding of the theoretical underpinning of these issues; the ability to apply the theory in an organisational setting; have a detailed and practical appreciation of the potential problems and possible solutions likely to be encountered in this area; and be able to employ a range of change management skills appropriate to the introduction of a knowledge management system.

### Class Contact

---

Mixed delivery available contact course convener.

### Syllabus

---

This subject covers issues important for managers wishing to change the culture of their organisation to one that embraces the principles and practice of knowledge management. It covers human factor issues such as motivation, compensation - including recognition and reward programs, human/technology interaction, creativity and innovation, the potential and problems of teamwork and capturing organisational learning through tools such as learning histories.

### Prerequisite

---

Knowledge Management Principles M or permission of the subject convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Knowledge Management for eBusiness M (5705)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** Not offered (Also available in: 2006)

### Learning Outcomes

---

On successful completion of this subject students should be able to: develop strategic information management plans, identify information needs and resources to meet organisational knowledge and information requirements; understand the implications of networked environments on accountability principles and practices for eBusiness; recognise the legislative and regulatory requirements for effective management of information in an electronic environment; and develop continuity plans for eBusiness.

### Syllabus

---

This subject explores and analyses the processes involved in developing information management plans that prescribe website information content, provide the metadata for information access and control, and delineate systems to record and maintain transactional evidence of eBusiness activity to meet legal, audit and accountability requirements. The security, privacy and operational risks intrinsic to the effective and reliable conduct of eBusiness are also addressed.

### Prerequisite

---

Permission of the subject convener.

### Class Contact

---

Mixed delivery available contact course convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Knowledge Management Systems M (5706)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)
- S2 (BRUCE, Online Only)
- SSUM (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students should be able to: use a range of knowledge management systems and appreciate their contribution to an organisation; discuss the requirements of knowledge management systems with systems providers and developers; and participate in evaluation of the impact of knowledge management systems.

## Syllabus

---

This subject examines the characteristics and uses of systems that support knowledge management at personal, group and corporate levels. It will consider the electronic representation of knowledge, components of systems that embody knowledge, the use and value of such systems (including systems for transaction and information management, decision support, management exploration, intelligence gathering). The issues associated with the construction, deployment, management and evaluation of knowledge management systems are addressed.

## Prerequisite

---

A practical familiarity with the use of computers for normal data and information management functions in an organisation (document processing, email, spreadsheet, web accessing, etc).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Advanced Knowledge Management Systems M (5707)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject examines systems that deal with particular knowledge types (geographical and temporal knowledge, expertise, policy and case-based reasoning) and systems that operate in different environments (including agents). Principles of knowledge management systems, such as ontological, epistemological and general systems theory that underpin knowledge management systems are explored.

### Prerequisite

---

Knowledge Management Systems M or Information Systems Architectures G.

### Learning Outcomes

---

On successful completion of this subject students should be able to: discuss the theoretical basis of knowledge management systems and apply it to the evaluation of technological change; and select and apply appropriate specialist knowledge management systems.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Issues in Online Management M (5708)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** Not offered (Also available in: 2006)

## Syllabus

---

This subject will provide students with a comprehensive and well rounded view of issues involved in managing an organisation's online presence such as: content management, standards and policy, content retrieval and online communication. It will present online management as a complex, multifaceted undertaking that is critical to any organisation's strategic and business objectives. It will also provide the opportunity for students to research a particular online issue in depth.

## Learning Outcomes

---

On successful completion of this subject, students will be able to: Identify the major components of the online environment that require management, such as information architecture, discovery of information, interface design. Recognise the importance of an organisation's web-site and describe the technologies that can be used to support the management of the organisation's online presence, including CMS, site statistics packages, and search engines. Prepare a business case for the introduction of a content management system within a large organisation. Discuss the benefits and problems associated with online communication in all its forms. Present detailed, researched reports and recommendations in any aspect of online management as an organisation's need arises.

## Class Contact

---

Fully online delivery, contact course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Systems M (5709)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Languages, International Studies & Tourism

**Availability in 2004:** (Also available in: 2006)

- S1A (BRUCE, Online Only)

## Learning Outcomes

---

Upon completion of this subject, students will have an understanding of the components that comprise the totality of tourism, and how tourism systems impinge on a wide range of social, economic, and environmental outcomes. This knowledge will assist them to manage tourism in a way that takes account of its many facets.

## Class Contact

---

Mixed delivery available contact course convener.

## Syllabus

---

This subject explores the concept of tourism as a system of sectors (accommodation, transport, restaurants), of activities (leisure, business, special events, etc), and of disciplines (psychology, marketing, economics, geography, history). It includes the topics of tourist motivations, transport systems, tourism impacts, and the Government's role in tourism generally.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Managing Tourism Dynamics M (5710)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Mixed delivery available contact course convener.

### Syllabus

---

World tourism is changing rapidly in response to consumer demand. This subject examines contemporary changes in the global tourism marketplace, how social, political, and economic change all result in a changing mosaic of tourist behaviour. In particular it considers the development of special markets in tourism, how new tourism products develop, how established ones are replenished or fade away, and how changes in technology impact on tourism markets.

### Learning Outcomes

---

Upon completion of this subject, students will have an understanding of the way in which tourism demand changes over time, and how tourism systems of industry and Government must respond to that change. This will equip them to be better managers of change in a global tourism framework.

## Unit: Sustainable Tourism Impact Management M (5711)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Languages, International Studies & Tourism

**Availability in 2004:** Not offered (Also available in: 2006)

### Class Contact

---

Mixed delivery available contact course convener.

### Learning Outcomes

---

Upon completion of this subject, students will have an understanding of the various approaches to tourism planning and development, and to tourism policy and its implementation. They will be aware of how to involve stakeholders in the policy and planning process, and how this impacts on the destination.

### Syllabus

---

This subject deals with the process of managing the impacts of tourism in a way that is sustainable to the industry, the environment, and to the social fabric. Topics covered include the planning and development of tourism, public policy on tourism. Various approaches to planning are discussed, and their scope for stakeholder empowerment considered.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Operations & Strategy M (5712)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Languages, International Studies & Tourism

**Availability in 2004:** Not offered (Also available in: 2006)

### Class Contact

---

Mixed delivery available contact course convener.

### Learning Outcomes

---

Upon completion of this subject, students will have the skills needed to develop a tourism strategy for a tourism firm, a segment of the tourism market, the region, State, or nation. In addition they will learn how to implement a tourism strategy.

### Syllabus

---

This subject covers the application of strategic and operations theory to tourism at both the micro and macro level. It includes case studies of strategic development, and implementation of strategy in a global tourism framework.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Health Service Project Planning M (5719)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours a week consisting of seminars.

### Syllabus

---

This subject will enable students to develop the skills and knowledge necessary for leadership roles in the health care industry. The focus of the subject is concerned with processes necessary to negotiate and influence change in the health care environment. Students will engage in learning activities to enable them to develop a comprehensive proposal for a project of change in an area of health service. Areas of study will include processes of needs analysis, development of business plan, budget preparation and justification; resource identification and management and methods of proposal presentation.

### Learning Outcomes

---

After successfully completing this subject, students will be able to critically examine the role of the advanced practitioner in influencing health policy and health care delivery; demonstrate effective problem solving and negotiation skills, and, develop and defend changes designed to improve nursing practice and patient outcomes.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Advanced Nursing Practice M (5720)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

One day a week clinical placement supported by monthly seminar.

### Learning Outcomes

---

After successfully completing this subject, students will be able to analyse competency models appropriate to an area of practice; develop advanced nursing skills and knowledge in an area of nursing practice; and, critically evaluate his/her own practice and professional development needs. The learning process inherent in this subject will enable students to develop autonomous, self-directed and active learning skills which are central to lifelong learning.

### Syllabus

---

This subject provides students with the opportunity to develop their advanced practice skills and knowledge in a specific area of nursing practice. Students will design and implement a learning contract where they structure objectives, processes and outcomes based on a competency model for their area of practice. They are expected to practice within a multidisciplinary team at an advanced level. The approach taken in this subject will provide the basis for ongoing self-education and professional development.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing Thesis M:FT (5721)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Research Methodology PG and Research Design PG.

## Learning Outcomes

---

On successful completion of the subject, students will be able to design and execute a research project or other scholarly projects relating to advanced nursing practice to a standard acceptable to the examiners and the nursing profession.

## Syllabus

---

This subject is the culmination of the depth and the breadth of the coursework. It is sequenced for the last semester of the course and comprises of 12 credit points. A scholarly piece of work will be carried out under the guidance of a supervisor. The work should be original and the student, in consultation with the appropriate supervisor, will choose the topic and the mode of study according to the student's own professional interest.

## Class Contact

---

Contact between student and supervisor as required up to one hour a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing Thesis M:PT (5722)

---

**Level:** M      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is the culmination of the depth and the breadth of the coursework. It is sequenced for the last semester of the course and comprises of 12 credit points. A scholarly piece of work will be carried out under the guidance of a supervisor. The work should be original and the student, in consultation with the appropriate supervisor, will choose the topic and the mode of study according to the student's own professional interest. This subject will be completed over two semesters.

## Prerequisite

---

Research Methodology PG and Research Design PG.

## Learning Outcomes

---

On successful completion of the subject, students will be able to design and execute a research project or other scholarly projects relating to advanced nursing practice to a standard acceptable to the examiners and the nursing profession.

## Class Contact

---

Contact between student and supervisor as required up to one hour a week over two semesters.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Technology Commercialisation M (5723)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

After completion of this subject students will be able to: understand the concepts and terminology surrounding technology commercialisation; explain the process of technology commercialisation and characterise business life cycle models; understand the distinctive characteristics of alternative business models used in the process of technology commercialisation; explain the nature of product choices and discriminatory pricing on the internet; understand the nature of markets, new venture capital and their implications for the practical management of the technology commercialisation process; understand the economic and managerial implications of government policies on innovation and new technology development.

## Class Contact

---

Thirty-nine hours per semester.

## Syllabus

---

The aim of this subject is to introduce course participants to concepts, theory, and practical perspectives on the process of technology commercialisation and the management of new innovative technologies. The emphasis is on exploring theoretical frameworks that might guide potential managers of firms engaged in technology commercialisation, or policy makers with responsibilities for technology commercialisation. It aims to provide a thorough grounding in the theory, and experience, of technology commercialisation. Extensive use is made of selected academic and professional readings, contemporary case studies and simulations to explore the process of technology commercialisation including life cycle theories of the firm, contemporary business models and theories of the knowledge based economy. International government policies on innovation, intellectual property and related policy matters are also discussed.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Gerontology PG1: Concepts & Practice (5728)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject introduces students working as registered nurses to concepts of gerontological nursing at a postgraduate level. Models of gerontological nursing will form the basis of study in this subject, together with a review of the development of gerontology as a specialty discipline. Students will examine issues within aged care policy and the aged care industry. They will consider the application of demographics and epidemiology to providing care for older adults in an ageing society. This will include an exploration of ethical issues related to ageing, and concepts of research in ageing.

### Learning Outcomes

---

On completion of this subject students will be able to describe models of gerontology nursing and apply these to practice; effectively access and apply relevant aged care policies to their field of practice; apply principles of demography and epidemiology to gerontological nursing practice; work ethically within aged care settings; and, confidently evaluate and use aged care research.

### Class Contact

---

Flexible delivery supported by WebCT and up to four seminars per semester arranged according to student learning needs.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Gerontology PG2: Dynamics of Healthy Ageing (5729)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

On completion of this subject students will be able to describe the ageing process and perform health assessment in older people; identify important factors that contribute to healthy ageing; identify risk factors and interventions for isolation and elder abuse; and, provide support for older people who experience vulnerability.

### Syllabus

---

This subject introduces students, working in diverse roles in aged care, to the theoretical and clinical aspects of ageing and to the provision of care in a variety of settings. There is an emphasis on the ageing process, assessment of older adults and issues of vulnerability. Topics of health assessment, intimacy and sexuality, social isolation, and elder abuse will be introduced.

### Class Contact

---

Flexible delivery supported by WebCT and up to four seminars per semester arranged according to student learning needs.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Gerontology:Complex HlthCre Iss Ageing (5730)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will be able to identify common alterations in physical health; provide effective interventions to prevent complications in older people in a variety of settings; and, identify mental health issues and provide appropriate strategies for care in older adults.

## Syllabus

---

This subject introduces students to various alterations in health common in later life. There is an emphasis on integrating assessment, pharmacology and treatment of these common health alterations to prevent complications and enhance quality of life. Content focuses on iatrogenesis in older adults, common alterations in health and mental health issues in ageing.

## Class Contact

---

Flexible delivery supported by WebCT and up to four seminars per semester arranged according to student learning needs.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Technology in Critical Care (5731)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Corequisite

---

## Syllabus

---

This subject is designed to provide the graduate student with the opportunity to develop the necessary skills to effectively utilise technology in response to the needs of the critically ill patient. In recent years there have been significant advances in both assessment and treatment modalities, and in the use of supportive technology in caring for patients and their families in critical care areas. In this subject students will explore these technological changes through review of the current literature, facilitated discussions and by clinical application. The practical component emphasises the skilful use of technology and the interpretation of data from the technology to enable the student to plan and implement high level care to patients who are experiencing a severe disturbance in health.

## Class Contact

---

A minimum of three days a week in the clinical setting supported by a weekly four hour seminar.

## Learning Outcomes

---

On successful completion of this subject, students will be able to: demonstrate competence in the use of various common technologies utilised in the critical care environment, analyse the data related to critical care technology and utilise this information in the planning, implementation, and ongoing evaluation of the critically ill patient.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Pathophysiology of Critical Illness (5732)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject will systematically examine the physiology and pathophysiology of disease processes commonly seen in the critically ill patient, along with the nursing care and medical interventions seen in critical care units. Critical care nursing is complex and the use of a systematic approach is consistent with the care that occurs in these areas. However the nursing care focus will be holistic and encompass the patient and family. The main focus of this subject is the care of patients with acute disturbances in respiratory, cardiac, neurological and renal function, along with clinical assessment and intervention, data analysis and clinical decision making.

### Class Contact

---

Up to six hours per week consisting of seminars.

### Prerequisite OR Corequisite

---

### Learning Outcomes

---

On successful completion of this subject, students will be able to: demonstrate knowledge and understanding of the pathophysiology of disease processes commonly seen in critically ill patients, show evidence of integration of theoretical concepts to clinical practice and demonstrate skills in clinical assessment, planning, implementation and evaluation of nursing care to these patients and their families.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing Care in Critical Care Units (5733)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite OR Corequisite

---

## Syllabus

---

This subject is designed to provide the graduate student with the opportunity to develop an understanding about current professional nursing practice issues related to the practice of critical care nursing. Students will explore advanced and specialist nursing practice, the political health agenda and examine ethical and legal issues pertaining to critical care nursing. Theories of leadership, mentoring and counselling will also be explored. Students are encouraged to analyse their specialty practice within the contemporary issues that confront the critical care nurse.

## Class Contact

---

Up to four hours per week consisting of seminars.

## Learning Outcomes

---

On successful completion of this subject students will be able to: analyse the role and practice of the specialist critical care nurse and the role of the professional and regulatory bodies that govern nursing practice, discuss contemporary legal and ethical issues related to caring for critically ill patients and their families, and begin to develop leadership, mentoring and counselling skills.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Critical Care Clinical Elective (5734)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

A minimum of three days per week in the clinical setting supported by a weekly six hour seminar.

## Prerequisite

---

## Syllabus

---

This subject provides the graduate student with the opportunity to develop in depth specialist knowledge and skills in a critical care area of their choice, either Intensive Care, Coronary Care, Cardiothoracic, Emergency or Post Anaesthetic nursing. The unique skills and knowledge specific to the critical care area chosen will be presented. Students will explore the pathophysiology of specific illnesses and injuries along with the nursing care and medical intervention appropriate for their area. The nursing care of the critically ill patients with special needs will also be presented. The practical component allows the student to integrate this knowledge within their specialist practice.

## Learning Outcomes

---

On successful completion of this subject, students will be able to: design, implement and evaluate a plan of care utilising a systematic and problem solving approach to meet the identified health care needs of the critically ill patient and their family within the specialty of their choice and demonstrate competent nursing care of critically ill patients within the critical care area of their choice.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Child/Family - Foundations of Nursing (5735)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

At completion of the subject students will be able to utilise the principles of growth and development and their knowledge of anatomy and physiology of children in their assessment, planning, delivery and evaluation of nursing care. They will determine the factors that influence child health from a biological, familial, social, and cultural perspective and integrate them into their professional practice. They will also identify the central role the family has in the well being of the infant, child and adolescent and assess the family's ability to provide a supportive environment for their children. Finally, they will integrate concepts of primary health care ie. health promotion, illness prevention and safety issues for children into nursing care utilising age appropriate communication skills when providing nursing care.

### Syllabus

---

This subject focuses on providing the theoretical foundations for paediatric, child health and family nursing practice. Topics include growth and development, family theory and assessment, nursing assessment of children and communication skills. The subject promotes the development of these skills within the contexts of primary health care, health promotion and illness prevention.

### Class Contact

---

Up to three hours a week consisting of lectures, seminars and web based activities.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Child/Family - Alterations in Health (5736)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week.

### Learning Outcomes

---

At the completion of the subject, students will be able to integrate into their nursing care a detailed knowledge of anatomy, physiology and selected acute and chronic pathophysiological processes. They will utilise their knowledge of psychological and social dysfunction to deliver and/or facilitate holistic health care and demonstrate an in-depth understanding of the effects of therapeutic interventions. Finally, they will critically analyse and appropriately integrate recent trends and research findings into their practice.

### Syllabus

---

This subject provides the theoretical knowledge required for specialist clinical practice in paediatric, child health and family nursing. Emphasis will be on the child and family when health is disrupted. Students will be able to focus on their preferred sphere of practice through their choice of problem-based modules and the theoretical assessment.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing Care of the Child/Family PG1 (5737)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject provides the opportunity for the integration of clinical experience and theoretical knowledge. Emphasis will be placed on developing the specialist nursing skills necessary when promoting the health of the infant, child and adolescent in the context of their families.

### Class Contact

---

Two to three days a week in the clinical setting supported by fortnightly seminars.

### Corequisite

---

Child/Family - Foundations of Nursing and Child/Family - Alternations in Health.

### Learning Outcomes

---

At the completion of the subject, students will be able to undertake a thorough nursing/health assessment of the infant, child and adolescent incorporating the parent(s) or primary care givers. They will analyse and validate data obtained from nursing history, physical and developmental assessment and document accurately. They will also identify the physical, psychological and social needs of the individual and family and plan care in conjunction with the parent(s) or primary care giver to meet those needs. Finally they will implement and evaluate nursing care in conjunction with the parent(s) or primary care giver promoting wellness through specific nursing activities.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing Care of the Child/Family PG2 (5738)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject provides the opportunity for the integration of clinical experience and theoretical knowledge. Emphasis will be on the child and family when health is disrupted and will prepare the nurse for practice in the tertiary or community setting.

### Prerequisite

---

Child/Family - Foundations of Nursing and Child/Family - Alterations in Health.

### Class Contact

---

Two to three days a week in the clinical setting supported by fortnightly seminars.

### Learning Outcomes

---

At the completion of the subject, the student will be able to perform a comprehensive assessment of the infant, child and adolescent with a dysfunction in health and analyse the assessment data. They will develop, in conjunction with the parent(s) or primary care giver, a flexible plan of care to meet the needs of the individual. They will also assess and analyse the complex health care to meet the needs of the individual. They will also assess and analyse the complex health care needs of the child with a chronic alteration in health and the impact of the condition on the family before determining appropriate nursing strategies to meet those needs. They will then implement the plan of care to meet the identified needs in collaboration with the parent(s) or primary care givers thus providing a high standard of family centred care.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Regional & Local Government Planning G (5739)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Collect and apply data from various sources to construct strategic, corporate and business plans for their organisation; be competent to evaluate other plans for comparable organisations and to incorporate the lessons into their local situation; and be able to anticipate the challenges created by changing workforce participation patterns and evolving industrial relations regimes and practices.

## Syllabus

---

This subject will provide students with the skills in social, economic, demographic, physical infrastructure and administrative analysis required to engage in planning for their organisations.

## Prerequisite

---

005587 Strategic Leadership.

## Class Contact

---

Online delivery.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Resource Economics (5742)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The aim of this subject is to provide students with the methods used by economists to analyse human resource issues within organisations and the ways in which human resource decisions influence labour market outcomes. The emphasis will be on professional and policy related issues in Australia and overseas.

## Class Contact

---

Two hours of lectures and one hour tutorial a week.

## Learning Outcomes

---

On completion of this subject, the student should have an understanding of the economic principles relating to how markets for human resources work. They should understand some of the major issues of labour market policy including the role of discrimination, the role of trade unions and how pay relativities are determined. They should understand the major determinants of employment and the distribution of income within a country. Students should be equipped with the ability to apply economics concepts to real world issues.

## Prerequisite

---

Microeconomics 1 and Macroeconomics 1 or Economics 1A.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Resource Economics G (5743)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, the student should have an understanding of the economic principles relating to how markets for human resources work. They should understand some of the major issues for labour market policy including the role of discrimination, the role of trade unions and how pay relativities are determined. They should understand the major determinants of employment and the distribution of income within a country. Students should be equipped with the ability to apply economics concepts to real world issues.

## Syllabus

---

The aim of this subject is to provide students with the methods used by economists to analyse human resource issues within organisations and the ways in which human resource decisions influence labour market outcomes. The emphasis will be on professional and policy related issues in Australia and overseas.

## Prerequisite

---

Microeconomics 1 and Macroeconomics 1 or Economics 1A.

## Class Contact

---

Two hours of lectures and one hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Genetics (5744)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject aims to provide students with an understanding of the basic principles of genetics and then utilise these principles in the analysis of problems in human biology and medical science. The subject will be organised into modules which will focus on case studies in human/medical genetics, including consideration of associated bioethical issues. Other topics will include: revision of the basic mechanisms of genetics for individual organisms and populations; analysis of the genetics of medical conditions such as cystic fibrosis; discussion of recombinant DNA technologies; the genetics of metabolic disorders and links to nutrition; genetics as applied to disease diagnosis and therapeutics. Modern genetic engineering technologies will also be discussed in relation to the successful mapping of the human genome.

## Class Contact

---

One two-hour lecture and one two-hour tutorial a week.

## Prerequisite

---

Concepts in Biology plus Human Physiology and Anatomy 2 or Biochemistry.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Communication, Consultation & Change PG (5745)**

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Learning Outcomes**

---

Knowledge of effective models, research and strategies for interpersonal influence that are relevant in disability and educational organisations; ability to listen and respond to input from a variety of stakeholders including people with disabilities and their advocates; skills in communication, consultation and collaboration in working with a variety of stakeholders, eg in relation to individual planning; skills in negotiation, 'managing up', organisational advocacy and communicating effectively in sensitive and difficult contexts.

### **Syllabus**

---

This subject focuses on the development of the knowledge and skills required to be effective in providing support, advice, consultation and leadership to teachers, parents and/or other professionals in contexts related to people with disabilities and/or learning difficulties. Emphasis is placed on the understanding and application of influencing skills with individuals and groups with wide-ranging orientations and ability and on the issues central to effective team functioning, particularly within complex systems.

## Unit: Disabilities & Learning Difficulties PG (5746)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject focuses on the disabilities and learning difficulties encountered in educational and community settings and on the theories, research and policies that provides the basis for contemporary practice. Students study types of disabilities and learning difficulties and cross-disciplinary research about causation and maintenance. They are introduced to contemporary approaches to treatment and intervention.

### Learning Outcomes

---

Knowledge of categories of disability and learning difficulties and issues surrounding them; knowledge of the causes and major correlates of 'at-risk' behaviour and learning difficulties; knowledge of basic concepts and issues in teaching students with: learning difficulties, communication difficulties, social/emotional difficulties, developmental disabilities/intellectual disability, visual and hearing impairment, physical/neurological problems, other learning needs perceived as 'special' by education systems, eg students with gifts and talents; knowledge of relevant policy, eg of state department of education and training.

## **Unit: Disability: Concepts, Issues & Trends PG (5747)**

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Learning Outcomes**

---

Knowledge of relevant legislation, philosophy and policy; knowledge of national and international 'exemplary practice' knowledge of, and ability to reflect critically on, past and present practices in relation to people with disabilities; ability to demonstrate how assumptions about disability affect service design, administration and management; ability to analyse the effects of organisational policies on people with disabilities; ability to specify the implications of this subject for one's personal and/or organisational responsibilities in relation to people with a disability.

### **Syllabus**

---

This subject deals with philosophical, legal, historical and policy issues of relevance to contemporary disability services. Students examine past and present concepts, discourses, values, attitudes and practices that underlie the way supports are currently provided. Through contact with the latest literature, discussions with stakeholders, and online interactions with national and international colleagues, students explore the implications of these factors for current approaches to support.



## Unit: Instructional Strategies PG (5748)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Knowledge of current theory about the nature, causes and factors that maintain learning difficulties; knowledge of the latest efficacy research on the instruction of those with complex, learning problems; knowledge of the role and function of learning support teams; skills in identifying and applying appropriate instructional strategies in particular situations; ability to use curriculum-based assessment and other forms of assessment for a variety of education purposes; knowledge of, and competence in applying, a wide range of instructional strategies to meet individuals needs.

## Syllabus

---

This subject deals with the development, implementation, supervision, monitoring and evaluation of teaching programs for children and adults with complex learning needs. The subject examines learning difficulties within a framework that focuses on the effects on learning of within-person factors, educational environments and instructional strategies. Emphasis is given to research-based teaching strategies that meet individual needs in group situations.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Literacies and Learning Difficulties PG (5749)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject assumes that students have had training in language and curriculum studies and some experience in teaching students with literacy and numeracy difficulties. The subject focuses on recent advances in the teaching of a range of literacies, including technological literacy. Students pay particular attention to assessment, good practice principles and current interventions programs. With permission of the lecturer, students may choose to focus their own knowledge and skill development on a single literacy area.

### Learning Outcomes

---

Knowledge of interactive and holistic theories of literacy and numeracy instruction and recent research; understanding of current, exemplary programs and practices; knowledge and skills in assessment and in linking assessment to literacy and numeracy teaching; knowledge of technological tools that can be used to enhance learning, particularly with students with learning difficulties and/or disabilities; knowledge and skills in integrating technology across key learning areas in the curriculum.

## Unit: Managing Complex Behaviour PG (5750)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Learning Outcomes

---

Knowledge of major theoretical approaches for understanding and responding to challenging behaviour, particularly those that involve systems theory and communication-based models of challenging behaviour; knowledge of relevant legislation, policy and guidelines; skills in the selection and design and application of research-based strategies for responding to challenging behaviour; knowledge of the resources available to assist those working with challenging behaviour in particular contexts; familiarity with a set of strategies for helping individuals with challenging behaviour.

### Syllabus

---

This subject develops knowledge and skills in understanding complex and challenging behaviour that affects learning, development and opportunities for participation. The focus is on applications in schools, families, workplaces and other community environments. Through an exploration of relevant theory and research, students learn strategies for minimising the negative consequences of behavioural difficulties and for improving opportunities for learning and participation.

© 2004-2019 University of Canberra

## Unit: Professional Practice PG (5751)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This work-based subject is designed to complement and extend students' appreciation of theory and research with a professionally focused project or placement in a relevant location. The focus is on the student's professional development through involvement in a practical project or program, in which critical analysis, reflection on practice and discussions with colleagues and mentors play a major part. Students will negotiate their placement with the subject convener in an area relevant to their professional needs and participate in online discussions and mentoring with colleagues and supervisors. Students will also present an oral report and a formal written summary of their professional placement and activity.

## Learning Outcomes

---

Demonstration of relevant, practical skills in an applied setting; development of competence in reflection and self evaluation; enhanced knowledge of the links between theory, research and practice; insight into techniques for implementing exemplary practice in typical workplace cultures.

## **Unit: Strategies for High Support Needs PG (5752)**

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Learning Outcomes**

---

Knowledge of relevant theory, research and exemplary practice in the education of students with high support needs; analysis of current trends, eg inclusion; knowledge of frameworks and general strategies that support all learners, including those with high support needs; knowledge of major health and disability-related issues that impact on individuals with high support needs; skills in developing responsive curricula for individuals with high support needs; skills in implementing instructional strategies for diverse and complex individuals.

### **Syllabus**

---

This subject provides advanced training for those who teach or work with people with high support needs such as those with severe developmental disability. Relevant models, theories, philosophies and legislation are overviewed within a life-span approach and issues in definition and identification explored. The major focus of the subject is on research-based techniques for the instruction of individuals with severe disabilities in a range of contexts.

© 2004-2019 University of Canberra

## Unit: Topics in Disability & Special Ed PG (5753)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

Students select from a variety of specialised applications of relevance to the field. These options may include recent biomedical developments; particular syndromes or conditions; new models of service delivery; novel and/or controversial approaches to teaching, therapy or intervention; current issues such as 'Child Protection'; and/or legal, ethical and philosophical issues facing the field. The study of each option will include attention to relevant theories, research and practical aspects. Typically, students will make a detailed study of at least three topics.

### Learning Outcomes

---

Knowledge of relevant theory and research about each topic; application of theory and research to current issues; demonstration of the ability to develop practical, feasible and ethical responses to contemporary issues; development of new professional insights or skills related to the topics studied; production of one or more reports, overviews or summaries for dissemination among one's professional colleagues.

## Unit: Materials Chemistry M (5758)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject it is expected that students, working at a graduate level, will be able to: set up projects that analyse the effectiveness, side effects and stability of these products; analyse for and understand the roles of individual components in a proprietary formula.

## Syllabus

---

This subject covers the physical-organic chemistry of everyday commercial products and proprietary formulations which are used in research laboratories in research, analytical and cultural heritage conservation laboratories. It examines the relationship between the chemical structure, properties and uses of solvents, detergents, adhesives, paints, plastics, fibres, stabilisers, emulsifiers, preservatives and photo-chemicals. Areas studied will include, among other things, polymer science, spectroscopy, oxidative ageing, surface colloid chemistry.

## Prerequisite

---

First year university level chemistry.

## Class Contact

---

One two-hour lecture and one three-hour practical/tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Mathematics 1 (575)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

None. However, an ACT AME course or a NSW three unit or four unit course is considered necessary for a reasonable chance of success in the subject.

## Class Contact

---

One two-hour and one one-hour lecture a week plus a one-hour demonstration class and a one-hour tutorial.

## Syllabus

---

This is a level 1 subject, surveying some fundamental ideas and techniques currently in use in mathematics-based studies. Some previous knowledge of calculus, algebra and trigonometry is assumed. The subject develops the calculus required for further work in the Mathematical and Physical Sciences and covers such topics as single and multi-variable functions, differentiation and integration of single and multi-variable functions, infinite sequences and series and application of the concepts discussed. The subject introduces the use of a computer algebra system.

## Learning Outcomes

---

Students will understand basic concepts of calculus and explain their intuitive meanings to one's peers; carry out the basic techniques and algorithms of calculus using pen and paper in simple situations and a computer in some more complicated ones; apply the techniques and algorithms to solving problems and to mathematically model simple applications from engineering, science, finance and other areas.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums



- **H** - Offered in *honours* course curriculums

## Unit: Advanced Conservation Practice M1 (5760)

---

**Level:** M      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will introduce advanced theories and techniques specific to the chosen specialisation. Tutorial sessions will investigate topics in depth and develop the skills of applying previously acquired knowledge on conservation concerns.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to: critically evaluate the conservation needs of an artefact; propose appropriate conservation treatments; undertake treatments of artefacts based on their identified needs; propose a viable conservation research topic and prepare a sound research plan.

## Prerequisite

---

For 2 year masters students: Conservation Practice M1 & M2, Materials Chemistry M, Preventive Conservation PG, Materials of Art & Artefacts M1 & M2; for Graduate Diploma students: course entry; for 1 year masters Cultural Conservation Studies: course entry and successful completion of double degree Cultural Heritage Studies/Communication: Information.

## Class Contact

---

One two-hour lecture and one six-hour practical/tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Advanced Conservation Practice M2 (5761)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Advanced Conservation Practice M1.

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to: incorporate advanced conservation theories into treatment proposals and support the reasons for their selection; carry out advanced treatments on a diversity of conservation problems and have confidence in advising on and treating a wide variety of artefacts.

### Syllabus

---

This subject allows students to apply advanced theories and techniques to the practical conservation of a range of artefacts, depending upon the area of specialisation. A major part of this subject is devoted to the development of practical skills.

### Class Contact

---

One two-hour lecture and two hours of tutorial/practical classes.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project in Applied ScienceM(YL) (5762)

---

**Level:** M      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

### Class Contact

---

An average of one or two hours with staff a week.

### Learning Outcomes

---

This is an individualised subject that will normally be assessed on the submission of a dissertation detailing the work undertaken, however at the end of this subject student's will be expected to be able to: define an appropriate research question; undertake research at a masters level on a defined research question; clearly demonstrate skills of critical reading and analysis; produce a written dissertation that is of a professional standard.

### Syllabus

---

Under the guidance of a supervisor the student will undertake a research project and will submit a final dissertation on a subject formally approved by the course convener and the supervising member of staff.

### Prerequisite

---

Permission of the course convener. For permission to be given, the student must submit a valid project proposal relevant to their area of specialisation. Consultation must also be carried out with the supervision staff member.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Professional Sports Management G (5763)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject focuses on contemporary management practices in sport, including management theory, strategic planning; financial management; human resource management; leadership challenges; safety and risk management, and management ethics.

## Learning Outcomes

---

After successfully completing this subject, students will be able to understand and evaluate the sports industry and its significance within Australia and globally; identify major issues confronting sport and how they impact on the sports industry, and understand the place of contemporary management practices in context in support.

## Class Contact

---

Up to sixteen hours a week of on-line access to information and interaction with lecturers and other students, reading, independent study and preparation of reports.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports Marketing & Promotions G (5764)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject focuses on the principles and practice of public relations, marketing and media management in the sports industry.

## Class Contact

---

Up to sixteen hours a week of on-line access to information and interaction with lecturers and other students, reading, independent study and preparation of reports.

## Prerequisite OR Corequisite

---

Professional Sports Management should be completed prior to or concurrently with this subject.

## Learning Outcomes

---

After successfully completing this subject, students will be to demonstrate an in depth knowledge of best sport management and marketing practices, and understand planning and operations strategies, financing, evaluation, concept development and marketing appropriate for sports organisations.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Sports Facility & Events Management G (5765)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)
- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

After successfully completing this subject, students, will be able to develop and analyse the strategies necessary for the efficient management of sporting facilities, and demonstrate organisational and logistical strategies relevant to the management and evaluation of major sporting events.

### Class Contact

---

Up to sixteen hours a week of on-line access to information and interaction with lecturers and other students, readings, independent study and preparation of reports.

### Syllabus

---

This subject focuses on the safe and effective management of sports facilities and conduct or major sports events.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Relations in Sport G (5766)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject focuses on contemporary developments in industrial relations in sport, including responsibilities, risks and liabilities in sports activities and organisations, and the role of player representatives in negotiating contracts, terms and conditions between players and organisations.

## Class Contact

---

Up to sixteen hours a week of on-line access to information and interaction with lecturers and other students, readings, independent study and preparation of reports.

## Learning Outcomes

---

After successfully completing this subject, students will be able to identify and assess the changing nature of industrial and employment relations in sport and their economic and social implications.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contemporary Social Context for Sport M (5767)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

## Syllabus

---

This subject focuses on developing the ability to locate, analyse and interpret information critical to the understanding of sport in modern society, including issues such as gender and race, and the role of key stakeholders in sport in overcoming social/economic barriers to participation.

## Learning Outcomes

---

After successfully completing this subject, students will be able to evaluate the sports industry and its significance within Australia and globally, identify major issues confronting sport and how they impact on the sports industry, and demonstrate fundamental information collection and analysis processes relevant to sports management.

## Class Contact

---

Up to sixteen hours a week of on-line access to information and interaction with lecturers and other students, readings, independent study and preparation of reports.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: People, Management & Sport (5768)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

## Learning Outcomes

---

After successfully completing this subject, students will be able to effectively manage the human resources of a sports organisation, including participants, volunteers and professional staff.

## Syllabus

---

This subject focuses on the human resource implications of management in the sports industry, including the recruitment, training and retention of participants, volunteers and professional staff.

## Class Contact

---

Up to sixteen hours a week of on-line access to information and interaction with lecturers and other students, readings, independent study and preparation of reports.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports Management Dissertation M (5769)

---

**Level:** M      **Credit Points:** 16      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- Y (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Regular consultation with subject convener and/or supervisor, industry representatives and other students.

## Syllabus

---

The student will undertake a supervised project in an approved area of sports management. A dissertation of up to 20,000 words will be submitted for examination. The dissertation will include a critical review of the relevant literature; will reveal a systematic approach to the acquisition of knowledge; demonstrate a thorough understanding of the relationship between the project topic and the state of knowledge in the area of investigation, and its relationship with the broader framework of the field of sports management.

## Corequisite

---

People, Management and Sport, Contemporary Social Context for Sport M.

## Learning Outcomes

---

After successfully completing this subject, the student will have demonstrated the ability to formulate and investigate a question in order to clarify a contemporary debate in sports management, and to will be able to contribute to effective management within an existing sport organisation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Mathematics 2 (576)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will understand basic concepts of the subject and explain their intuitive meanings to their peers; carry out the basic techniques and algorithms using pen and paper in simple situations and a computer in some more complicated ones; apply the techniques and algorithms to solving problems and to mathematically model simple applications from engineering, science, finance and other areas; construct simple proofs and analyse mathematical argument.

## Syllabus

---

This is a level 1 subject, surveying some fundamental ideas and techniques currently in use in mathematics-based studies. Some previous knowledge of Calculus, Algebra and Trigonometry is assumed. The subject develops the Logic, Geometry and Linear Algebra required for further work in the Mathematical and Physical Sciences and covers such topics as vectors and analytic geometry, logic and proof, complex numbers, linear systems and matrices, vector spaces and linear algebra. The subject introduces the use of a computer algebra system.

## Class Contact

---

One two-hour and one one-hour lecture a week plus a one-hour demonstration class and a one-hour tutorial.

## Prerequisite

---

None. However, an ACT AME course or a NSW three unit or four unit course is considered necessary for a reasonable chance of success in the subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums



- **H** - Offered in *honours* course curriculums

## Unit: Building Science M (5770)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1A (BRUCE, Online Only)
- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Entry to the graduate course.

## Learning Outcomes

---

Students having successfully completed this subject will be able to analyse and report upon: material - type, strengths, costs, uses; standards of construction; methods of construction (low and high rise); plans and specifications; defects in buildings (recognition); depreciating and obsolescence (physical and economic), dating of structures; building services; design features of building types; landscaping and environmental controls; basic project management; building regulations; elementary surveying including site identification, mensuration and photogrammetry; elementary quantity surveying.

## Class Contact

---

Up to thirty nine hours per semester.

## Syllabus

---

The subject examines the built environment and its effect upon investment in property.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Mobile and Wireless Computing G (5775)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Mobile and wireless computing are becoming interated into every walk of life and affecting nearly every business environment. This subject addresses the current issues and concepts surrounding mobile and wireless computing environments, protocols, networks, and business applications. Emphasis is placed on the development and use of technology for mobile computing in a business context and the effects that the technologies are having on the way business is and will be conducted, and the ways people are communicating. This subject presents a framework for mobile commerce and mobile business, including the methods, concepts, and issues of the convergence of voice, video, and data in wireless environments.

## Class Contact

---

Up to five hours a week, including lectures, tutorials, seminars workshops, and laboratory work.

## Prerequisite

---

Introduction to E-Business or approval of subject convener.

## Learning Outcomes

---

Upon completion of this subject, students should be able to: discuss and describe various mobile computing devices; describe a framework for mobile and wireless computing; identify the various business communication technologies in mobile and wireless computing; describe current developments in wireless and mobile computing protocols; demonstrate an understanding of Wireless Internet access concepts and issues; describe mobile business and mobile commerce uses, environments, and applications; define and describe the working of LAN and W-Lan wireless environments; develop an understanding the computer programming environment for mobile computing applications; list the functions and tasks of the Web master in mobile computing are being integrated into business and social environments; describe the trends and future issues in mobile computing.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Web Business Technology G (5776)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The use and types of technology applicable to the Internet continues to develop, mature, and expand. This subject develops an understanding of the technologies that enable Web business and facilitate its maturity and growth. Web Business Technology focuses on the interactions between individual, business and government. Students will learn how to develop and use business cases for Web business projects. It also covers the use, development, and application of cutting-edge business technology applicable to electronic business and electronic commerce environments and discusses virtual communities/community networks, and the social and ethical issues of business technology.

## Learning Outcomes

---

Upon completion of this subject, students will be able to: discuss Web based business models by industry; develop a business case for e-business and e-commerce; list Web business security models; discuss various types of Web technologies; discuss the deployment, use, and developments in Web business technologies; describe Web servers used in modern businesses; define the various parts of the Web front office and back office business applications and integrations; describe the role of the Web masters in modern organisation; discuss the describe the role of application services providers (ASP); describe and identify how cutting-edge technology, practices and business models are changing the way business is being conducted globally; define Web business intelligence with particular emphasis on Web data mining; demonstrate an understanding of government's role in Web business; list and discuss the future and trends of Web business applications.

## Prerequisite

---

Introduction to E-Business or approval of subject convener.

## Class Contact

---

Up to five hours a week, including lectures, tutorials, seminars, workshops, and laboratory work.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Multivariate Calculus G (5777)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Completion of the equivalent of Mathematics 2.

## Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered, and use this understanding to model and analyse real-world situations by techniques of multivariable calculus and complex variable.

## Syllabus

---

This subject develops the multivariable calculus introduced in first-year undergraduate subjects equivalent to Mathematics 2. Vector calculus, multivariable integration, line and surface integrals, complex variable.

## Corequisite

---

This subject is normally available only as one of a pair of 2 credit point subjects as specified in course particulars.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Linear Algebra G (5778)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Corequisite

---

This subject is normally available only as one of a pair of 2 credit point subjects as specified in course particulars.

## Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered, and use this understanding to analyse and extract information from linear models of real-world situations.

## Syllabus

---

This subject continues the development of linear algebra from that found in first-year undergraduate subjects equivalent to Mathematics 2. Topics include are: LU decomposition, iterative methods for the solution of systems of linear equations, norms and conditioning for linear systems, inner product spaces, orthogonal projection, least-squares approximation, change of basis, diagonalisation, rotation of axes, singular value decomposition.

## Class Contact

---

Two hours of lectures and one hour of tutorial a week.

## Prerequisite

---

Completion of the equivalent of Mathematics 2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Differential Equations G (5779)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Corequisite

---

This subject is normally available only as one of a pair of 2 credit point subjects as specified in course particulars.

## Syllabus

---

This subject continues the development of differential equations from that found in first year undergraduate subjects equivalent to Mathematics 2. First order differential equations, second order linear differential equations, Laplace transforms, systems of linear differential equations, autonomous systems and stability.

## Prerequisite

---

Completion of the equivalent of Mathematics 2.

## Learning Outcomes

---

Students will be expected to be able to understand clearly the topics covered, and use this understanding to model and analyse real-world situations by differential equations techniques.

## Class Contact

---

Two hours of lectures and one hour of tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Mathematical Methods (577)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Prerequisite

---

ACT - a rescaled Mathematics subject score of 130 or better, or NSW - 2 unit Mathematics score of 60 or better, or consent of the Head of School.

### Learning Outcomes

---

students will be expected to be able to formulate and solve mathematically a variety of real-world problems; understand rates of change and incorporate these rates appropriately into models; use matrix methods to encode systems whose state cannot be represented by a single number.

### Class Contact

---

Three hours of lectures and one hour of tutorial a week.

### Syllabus

---

This subject aims to present some techniques currently used on a large and complex scale in the scientific, business and administrative fields and to show how these are easy to understand and employ on a small scale. Emphasis will be placed throughout the subject on problem formulation. The solution techniques will not be developed rigorously, but rather the student's intuition will be appealed to. Topics include first order linear difference equations (applications to finance and ecology), matrices (applications demographic and Markov), systems of linear equations, graphical representation of functional relationships and an introduction to calculus applications.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Sociology of Technology and Work (5780)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- BCS3 (BRISBANE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Satisfactory completion of first year. Students credited with Work and Culture are not eligible to enrol.

### Learning Outcomes

---

Students will become familiar with analyses of the changing nature of work, and of the interaction between technological change and work place change. Student will undertake social investigations of work place technologies, including information technologies, tackling the shaping of technologies as well as their adoption and use.

### Syllabus

---

You will explore the changing nature of work. How are changes in work making-us-over? In our post-industrial society how are jobs changing? How are new technologies reshaping work? How do workplace politics impact on technological change? In an information age it is no longer possible to understand working worlds as anything other than technocultures. How can we think technology and social relations together, rather than perceiving technologies as steamrolling social relations or as merely embodying and extending existing social orders? How can we ensure that the technocultural worlds we are building are making the futures we desire?

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Identity Politics & Public Policy (5783)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject provides a comprehensive overview of identity politics and political differences in contemporary political life and public policy by examining the complex interplays of Australian national identity, Aboriginality, Asian identities, race, ethnicity, multiculturalism, immigration, sexual identities including gender, masculinities and gay and lesbian identities. The lectures will provide an overview of the key debates and policy developments in political, historical, social and cultural context. The course will explore how political identities are represented in the public policy process examining both theoretical and practical implications, as well as engaging with deconstructionist critiques of identity politics. The central question is how to negotiate the identity politics that are now in place and whether other forms of politics are feasible.

### Prerequisite

---

Politics and Democracy or Basic Sociology or approval of the lecturer in charge.

### Class Contact

---

Three hours a week, (two hour lecture and one hour tutorial).

### Learning Outcomes

---

Understand the role of identity politics and political differences in contemporary Australian political life and public policy; be able to situate contemporary Australian national identity; be aware of the interactions between the politics of national identity, Aboriginality, Asian identities, race, ethnicity, multiculturalism, immigration and sexual identities; understand identity politics in its historical, political, cultural and social context; have knowledge of the political implications of the deconstructionist critique of identity politics in international context; have acquired generic skills required to undertake critical reading, writing and research design.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Community Devel't Principles & Practice (5784)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered (Also available in: 2018)

### Learning Outcomes

---

At the end of the subject, students will demonstrate the ability to examine different conceptions of community development philosophies and practices; analyse relevant case studies; understand the roles of social justice, political and economic issues that impact on communities; critically examine notions of empowerment; and develop a knowledge of skills that foster community agendas (particularly research, analysis of community issues, and relevant communication and consultation strategies).

### Syllabus

---

The aim of this subject is to introduce students to different philosophies and practices of community development in Australian and international context. The subject will explore the range of knowledge, abilities and skills that community development workers need in order to resource and empower their own and other communities.

### Class Contact

---

Up to a maximum of four hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Community Work (5785)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject, students will demonstrate the ability to: collect information about the needs of a community; raise awareness through community education strategies about issues of change; identify methods of influencing policy and decision makers; establish self-help groups and networks; facilitate group work; identify capacity building systems, structures and strategies and develop skills that foster community agendas.

## Syllabus

---

The aim of this subject is to extend and apply understandings of community development principles and practices by examining in specific community contexts alternative power structures, democratic processes, mutual support and empowerment through social change. The subject will explore information collection, awareness raising, advocacy, self help, networking, service provision, participation and resource provision.

## Prerequisite

---

Strategies of Community Development or Community Development Principles and Practices or permission of the course convener.

## Class Contact

---

Up to a maximum of four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Innovative Applications of Practice (5786)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Students will select from a variety of options which will include topics on cutting edge practice in community counselling, community education and/or community development. Each option will include both practical and theoretical work, and more than one theoretical perspective will be presented. The opportunity to reflect on, evaluate, and gain experience with current best practice in each area will be core to the subject. The actual format of the class contact will vary depending on the size of the group and theme.

## Learning Outcomes

---

After completing this subject, students should be able to reflect upon, demonstrate and apply appropriate practice in the specialised area of study. In addition students should be able to analyse the various approaches and formulate a working framework for professional and ethical practice for the specialised area of counselling and/or community development.

## Prerequisite

---

Completion of two subjects in the Counselling Studies or Community Development major or permission of the major convener.

## Class Contact

---

Up to four hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Sustainable Communities (5787)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of two subjects in the Community Development major or permission of the major convener.

### Learning Outcomes

---

At the end of this subject it is expected students will be able to: critically analyse the three perspectives of sustainability: social, economic and ecological; demonstrate an understanding of the multiple problems of, and potential solutions to, integrating these competing perspectives on sustainability; demonstrate an understanding of current environmental and sustainability policies and programs; demonstrate an understanding of community development approaches to facilitate change towards sustainability.

### Class Contact

---

Up to a maximum of four hours a week or equivalent.

### Syllabus

---

In this subject students will be introduced to the principles of the "triple bottom line" of social, economic and ecological sustainability. social, economic and ecological sustainability will be studied as three separate and offer competing perspectives, but also in an integrative way as they are like the three legs on which a sustainable community stands. Students will be introduced to ways in which community development workers can facilitate change towards sustainability.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Communication:Professional Applications1 (5788)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

University graduates work in a society characterised by environmental uncertainty and organizational complexity; a society where information and knowledge are valuable commodities. In this subject, theories of organisation and their environment (political, social, economic and technological factors) are introduced. Knowledge and skills in critical thinking are developed. Practical sessions encourage the analysis of theory and its application in professional environments. Computer skills for internet research, data interpretation and communication (search engines, Word, Excel Powerpoint), are developed.

### Class Contact

---

Equivalent to three hours a week.

### Learning Outcomes

---

On successful completion of this subject, students will be able to: articulate the issues that impact on professionals in a globalised workplace; explain the importance of knowledge and information in today's society, and demonstrate its use in problem solving and decision support; utilise critical thinking skills in the analysis of research literature; and demonstrate competence in a range of end-user computing applications.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Communication:Professional Applications2 (5790)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject develops themes that were introduced in Communication: Professional Applications 1. Current trends and issues in the business environment, including downsizing, outsourcing and contract work, highlight the role of information and critical thinking in optimising workplace decision making. These trends and issues will be examined and investigated. Enabling technologies as tools for understanding enterprise management in the workplace will be researched and evaluated.

### Learning Outcomes

---

On successful completion of this subject, students will be able to: understand current trends and issues in the business environment; understand the role of enabling technologies in information and knowledge management; apply critical thinking processes to workplace decision making scenarios; and demonstrate advanced skills in integrated end-user computing for research, decision support and communication.

### Class Contact

---

Equivalent to three hours a week.

### Prerequisite

---

Communication: Professional Applications 1 or permission of subject convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Communication for Management 1 (5792)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Communication: Professional Applications 2 or permission of Subject Convener  
Communication: Professional Applications 2 or permission of Subject Convener.

### Learning Outcomes

---

On successful completion of this subject, students will be able to: understand the importance of effective interpersonal communication as an essential component of professional and managerial practices; describe the characteristics of a range of organisation structures, and explain their influence on communication; develop strategies for managing communication in teams, including conflict management and negotiation; and implement interpersonal communication techniques contingent on situation requirements.

### Syllabus

---

This subject comprises two strands: the development of theoretical constructs that provide an understanding of existing and emerging organisation structures, such as strategic alliances and virtual organisations, and their impact on communication strategies and processes; and the acquisition of a repertoire of communication techniques that are essential to effective leadership of professionals in a range of organisation types.

### Class Contact

---

Equivalent to three hours per week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Communication for Management 2 (5793)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject, students will be able to: identify and describe characteristics and sources of power, authority and influence in organisations; develop analytic and communication techniques to participate effectively in organisations; and implement strategies that foster supportive communication climates.

## Syllabus

---

This subject develops themes of communication introduced in Communication for Management 1. It focuses on developing an understanding of authority and power structures in information-rich workplaces, and how such structures influence communication. Practical skills in communication, including reasoning and argument, are developed.

## Class Contact

---

Equivalent to three hours per week.

## Prerequisite

---

Communication for Management 1 or permission of Subject Convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Studies in Science and Design (5794)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Resource Management 2 (5796)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (WBC, Face-to-Face)
- S1 (HIE, Face-to-Face)
- S1A (IAL, Legacy)

## Learning Outcomes

---

Students will be able to make informed choices about the most suitable performance and reward management practices for particular work organisations. Students will also be able to assist in the design, implementation and review of these performance management practices.

## Class Contact

---

Three hours a week.

## Prerequisite

---

Human Resource Management 1, or approved subject in the Adult and Community Education major.

## Syllabus

---

The subject provides students with an understanding of the importance of reward and performance management practices to contemporary human resource management. The subject provides students with experience in the design, implementation and management of suitable systems for measuring and rewarding individual, group and organisation- wide performance. Students will also develop an understanding of current debates regarding the fairness and effectiveness of performance-related pay.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums



- **H** - Offered in *honours* course curriculums

## Unit: Managing Information Professionals 1 (5797)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

Managing Information Professionals 1 examines the issues involved in managing highly-educated information professionals in a workplace typified by change, complexity and ambiguity. Practical work focuses on developing problem-solving and decision-making skills, supported by end-user computing and draws together knowledge and skills acquired in preceding subjects in this major.

### Prerequisite

---

Communication for Management 2 or permission of subject convener.

### Learning Outcomes

---

Upon successful completion of this subject, students will be able to: demonstrate an understanding of current theory relating to management of information professionals; explain how these theories can be applied to achieving management outcomes; and diagnose problems involved with, and develop solutions for, complex case study scenarios.

### Class Contact

---

One two-hour lecture, and an average of one hour tutorial a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Managing Information Professionals 2 (5798)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

One two-hour lecture, and an average of one tutorial of one and half hours a week.

### Prerequisite

---

Permission of the subject convener.

### Syllabus

---

This subject develops issues identified in Managing Information Professionals 1 and continues the exploration of topical areas including benchmarking, management of quality and the management of culturally diverse, well- educated workforce. Strategic Management initiatives, and quality processes. The subject develops the skills needed to achieve effective management of professionals. Practical work synthesises a range of end-using computing capabilities acquired in previous subjects.

### Learning Outcomes

---

Upon successful completion of this subject, students will be able to: demonstrate an understanding of theories that support strategic level decision making; recognise the legislative requirements for effective management of professionals; understand, at the enterprise-wide level, the role of technology in the management of professionals and infrastructure; and integrate a range of computer applications for research, data analysis, interpretation, and communication at a complex level.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Urban Management Doctorate Dissertation (5799)

---

**Level:** D      **Credit Points:** 64      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2002, 2003, 2005, 2006)

- R1 (BRUCE, Face-to-Face)
- R2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Organisation (5821)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students should: develop the ability to analyse and demonstrate the relationship between information concepts, understand and be able to apply industry standards for classification, cataloguing, index and thesaurus construction, and develop skills of critical evaluation through examining and discussing some of the wider relevant topical issues.

## Class Contact

---

One one-hour lecture and a 1.5 hour tutorial a week.

## Prerequisite

---

Information Provision.

## Syllabus

---

This subject examines the relevant theories and practical issues involved in the organisation of information. These include principles and practice of indexing and cataloguing as well as thesaurus development, subject analysis and authority control.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Intellectual Property Law G (5822)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

A student who has successfully completed this subject will: acquire an understanding of the basis principles of Australian Intellectual property law; acquire an understanding of the development of the law in response to technological change and those key issues of policy which lie behind the law; acquire an understanding of the relevance and application of international treaties and agreements in intellectual property; acquire an understanding of the practice of the exercise of rights in this field, including the full and partial assignment of rights, statutory and voluntary licences, and the kinds of contractual and other undertakings, including employment undertakings, affecting such rights.

## Syllabus

---

This subject is aimed to provide lawyers, and non-lawyers who have a basic legal literacy (eg managers in the IT industry and in government and business), with an essential knowledge and awareness of intellectual property issues in order to function effectively in this area. Intellectual Property will examine the workings of Australian copyright law and the operation of international conventions in that field, computer and cyberspace law, trade secrets, design, patent and trademark law and their interaction with unfair competition laws. Attention will be given to the historical, legal and policy aspects of the development of the law.

## Prerequisite

---

Undergraduate degree or status or admission on basis of sufficient work experience as per University rules in relation to Graduate Certificates, Graduate Diplomas.

## Class Contact

---

Three hours a week over one semester, or taken in intensive mode - the subject is nominally thirty nine hours equivalent face-to-face. This may vary depending upon the use of distance education or other flexible delivery modes. In addition, the student is expected to undertake an additional three hours for each equivalent face-to-face contact hours.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Media Industries (5823)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will have a comparative understanding of different media systems; understand the regulation, economics and structure of the Australian media; understand the impact of international trends on the Australian and other media systems; and further develop their understanding of media and communication issue analyses, and problem-solving.

## Syllabus

---

The subject focuses on the institutions, processes and personnel who provide the messages that we watch on television, listen to on radio, or read in newspapers and magazines, and examines the media products that we consume. Students examine the regulation, industry structure, economics and control of mass media organisations, both commercial and public, in Australia and in other national systems. Students also examine the production of news and entertainment and the impact of new broadcast and information technologies, and policy issues including pay and cable television.

## Class Contact

---

Three and a half hours a week.

## Prerequisite

---

Communication Traditions.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Media Audiences (5824)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines changing conceptions of the audience, and methods used to analyse audiences. Human Information Processing theory, including recent work on attention and the nature and role of involvement, is examined using new computer-based audience analyses. Topics examined include children, violence, pornography and gender portrayal, building on theoretical examinations from earlier subject. The subject involves a detailed examination of major theoretical approaches to audiences, including the 'Effects' tradition. Agenda Setting, Uses and Gratifications, and industry approaches to audiences. These approaches are contrasted with interpretative, Marxist, ethnographic and culturalist reception studies with a focus on research methods as preparation for other subjects or the honours course.

## Prerequisite

---

Communication and Media Research.

## Class Contact

---

Three and a half hours a week.

## Learning Outcomes

---

Students will have an advanced understanding of how audiences receive and process messages; be familiar with methods of, and purposes for, analysing audiences, including advanced computer-based methods; have a critical appreciation of current theoretical issues and debates on audiences; developed a critical understanding of different theoretical approaches to audiences; and developed further an understanding of the application of research methods to communication and media problem-solving.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Placement (5825)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Variable according to need.

## Syllabus

---

Under the guidance of a workplace and an academic supervisor, a student will complete a practical project on an appropriate topic. This will include a practical report, addressed to their workplace supervisor, and a critical evaluation of the contribution of this placement to the development of their professional and personal skills.

## Learning Outcomes

---

After completion of this subject students will have the knowledge and skills to: design and conduct a business project in their professional field; conduct a workplace project on a significant subject and write up to results; communicate their findings to a workplace and academic supervisor, both orally and in writing; plan and achieve both personal and professional goals.

## Prerequisite

---

Minimum credit average in Division of Management and Technology degree subjects, plus a minimum of 48 credit points, plus permission of the applicable course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Masters Thesis Preparation AppPsych M1FT (5830)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Syllabus

---

The subject is based on the requirements for the Australian Psychological Society. In consultation with their supervisor, students undertake an individual research project in an area of their speciality (e.g. counselling psychology, sports psychology). Students participate in all steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and the preparation and writing of the thesis. In this first stage of the Masters thesis students will write up a report including a statement of the problem, review of the literature, statement of hypotheses or specific research question(s), and methods up to 5000 words. The report will be presented at an Applied Psychology research seminar. In addition an application will be made to the Committee for Ethics and Human Research where required.

### Learning Outcomes

---

On successful completion of the thesis, students will have demonstrated a capacity to: design and execute a research project relating to a psychological issue to a standard acceptable to the profession; independently undertake an analysis of data derived from qualitative, survey or experimental designs in psychology; communicate the results of an independent research project in a form acceptable for publication in a referred journal.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Masters Thesis Preparation AppPsych M1PT (5831)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Syllabus

---

The subject is based on the requirements for the Australian Psychological Society. In consultation with their supervisor, students undertake an individual research project in an area of their speciality (e.g. counselling psychology, sports psychology). Students participate in all steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and the preparation and writing of the thesis. In this first stage of the Masters thesis students will write up a report including a statement of the problem, review of the literature, statement of hypotheses or specific research question(s), and methods up to 5000 words. The report will be presented at an Applied Psychology research seminar. In addition an application will be made to the Committee for Ethics and Human Research where required.

### Learning Outcomes

---

On successful completion of the thesis, students will have demonstrated a capacity to: design and execute a research project relating to a psychological issue to a standard acceptable to the profession; independently undertake an analysis of data derived from qualitative, survey or experimental designs in psychology; communicate the results of an independent research project in a form acceptable for publication in a referred journal.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Gender and the Australian Legal System M (5834)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2005)

- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

On completion of this subject, students will be able to understand how gendered constructs within and outside of the legal system affect women's interactions with law. Key skills which will be developed are sociolegal analysis, research and writing, presentation skills and the capacity to analyse law related problems and existing reform proposals from a sociolegal and holistic perspective.

### Syllabus

---

Examines the interaction between gender and the law through a cultural holistic framework. Focus includes seeing how gender personality traits and gender roles affect interactions with the courts, tribunals, police and prisons as defendants (theories of crime, sentencing, battered women who kill, sole parent pension fraud, prison), victims and/or plaintiffs (domestic violence, sexual assault, discrimination, harassment, and practitioners) and as practitioners. Also look at intersection of gender with race, disability and sexuality.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Honours in Applied Science YLPT (5835)

---

**Level:** 4      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Health, Design & Science - Business Team

**Availability in 2004:** (Also available in: 2002, 2003, )

- Y (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

The web site you are accessing has experienced an unexpected error.  
Please contact the website administrator.

The following information is meant for the website developer for debugging purposes.

Error Occurred While Processing Request

An error occurred while Parsing an XML document.

The reference to entity "T" must end with the ';' delimiter.

The error occurred in

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:  
line 573

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line 981

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line  
1108

Called from

C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm: line 31

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:  
line 26

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:  
line 111

```
571 :           </cfoutput>
572 :           <cfoutput></unitdescription></cfoutput>
573 :           <cfoutput></unit></cfoutput>
574 :         </cfxml>
575 :       </cfif>
```

Resources:

- Check the [ColdFusion documentation](#) to verify that you are using the correct syntax.
- Search the [Knowledge Base](#) to find a solution to your problem.

Browser ColdFusion

Remote Address 127.0.0.1

Referrer

Date/Time 13-Mar-19 12:21 PM

Stack Trace

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:573) at  
cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:981) at  
cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:1108) at  
cfunitdetail2ecfm202917510.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:31) at  
cfdetail2ecfm1026378749.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:26) at  
cfindex2ecfm439786969.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:111)

coldfusion.xml.XmlProcessException: An error occurred while Parsing an XML document.

```
at coldfusion.xml.XmlProcessor.parse(XmlProcessor.java:291)
at coldfusion.tagext.lang.XmlTag.doEndTag(XmlTag.java:121)
at cfsobjects2ecfc885146594$funcSUBJECTTOXML.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:573)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)
at coldfusion.filter.SilentFilter.invoke(SilentFilter.java:47)
at coldfusion.runtime.UDFMethod$ReturnTypeFilter.invoke(UDFMethod.java:484)
at coldfusion.runtime.UDFMethod$ArgumentCollectionFilter.invoke(UDFMethod.java:447)
at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3380)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3357)
at cfsobjects2ecfc885146594$funcEXPORTSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:981)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)
at coldfusion.runtime.UDFMethod$ReturnTypeFilter.invoke(UDFMethod.java:484)
at coldfusion.runtime.UDFMethod$ArgumentCollectionFilter.invoke(UDFMethod.java:447)
at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3380)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3357)
at cfsobjects2ecfc885146594$funcFORMATSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:1108)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)
at coldfusion.runtime.UDFMethod$ReturnTypeFilter.invoke(UDFMethod.java:484)
at coldfusion.runtime.UDFMethod$ArgumentCollectionFilter.invoke(UDFMethod.java:447)
at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:597)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:823)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:629)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3302)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3277)
at cfunitdetail2ecfm202917510.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\unitdetail.cfm:31)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfdetail2ecfm1026378749.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\detail.cfm:26)
```

```
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.filter.CFVariablesScopeFilter.invoke(CFVariablesScopeFilter.java:56)
at coldfusion.tagext.lang.ModuleTag.doStartTag(ModuleTag.java:330)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfindex2ecfm439786969.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\index.cfm:111)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.filter.CfincludeFilter.invoke(CfincludeFilter.java:65)
at coldfusion.filter.ApplicationFilter.invoke(ApplicationFilter.java:597)
at coldfusion.filter.RequestMonitorFilter.invoke(RequestMonitorFilter.java:43)
at coldfusion.filter.MonitoringFilter.invoke(MonitoringFilter.java:40)
at coldfusion.filter.PathFilter.invoke(PathFilter.java:162)
at coldfusion.filter.IpFilter.invoke(IpFilter.java:45)
at coldfusion.filter.ExceptionFilter.invoke(ExceptionFilter.java:96)
at coldfusion.filter.ClientScopePersistenceFilter.invoke(ClientScopePersistenceFilter.java:28)
at coldfusion.filter.BrowserFilter.invoke(BrowserFilter.java:38)
at coldfusion.filter.NoCacheFilter.invoke(NoCacheFilter.java:60)
at coldfusion.filter.GlobalsFilter.invoke(GlobalsFilter.java:38)
at coldfusion.filter.DatasourceFilter.invoke(DatasourceFilter.java:22)
at coldfusion.filter.CachingFilter.invoke(CachingFilter.java:62)
at coldfusion.CfmServlet.service(CfmServlet.java:226)
at coldfusion.bootstrap.BootstrapServlet.service(BootstrapServlet.java:311)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:231)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at coldfusion.monitor.event.MonitoringServletFilter.doFilter(MonitoringServletFilter.java:46)
at coldfusion.bootstrap.BootstrapFilter.doFilter(BootstrapFilter.java:47)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.tomcat.websocket.server.WsFilter.doFilter(WsFilter.java:53)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.catalina.core.StandardWrapperValve.invoke(StandardWrapperValve.java:199)
at org.apache.catalina.core.StandardContextValve.invoke(StandardContextValve.java:96)
at org.apache.catalina.authenticator.AuthenticatorBase.invoke(AuthenticatorBase.java:491)
at org.apache.catalina.core.StandardHostValve.invoke(StandardHostValve.java:139)
at org.apache.catalina.valves.ErrorReportValve.invoke(ErrorReportValve.java:92)
at org.apache.catalina.core.StandardEngineValve.invoke(StandardEngineValve.java:87)
at org.apache.catalina.connector.CoyoteAdapter.service(CoyoteAdapter.java:357)
at org.apache.coyote.http11.Http11Processor.service(Http11Processor.java:408)
at org.apache.coyote.AbstractProcessorLight.process(AbstractProcessorLight.java:66)
at org.apache.coyote.AbstractProtocol$ConnectionHandler.process(AbstractProtocol.java:764)
at org.apache.tomcat.util.net.NioEndpoint$SocketProcessor.doRun(NioEndpoint.java:1388)
at org.apache.tomcat.util.net.SocketProcessorBase.run(SocketProcessorBase.java:49)
at java.base/java.util.concurrent.ThreadPoolExecutor.runWorker(ThreadPoolExecutor.java:1128)
at java.base/java.util.concurrent.ThreadPoolExecutor$Worker.run(ThreadPoolExecutor.java:628)
at org.apache.tomcat.util.threads.TaskThread$WrappingRunnable.run(TaskThread.java:61)
at java.base/java.lang.Thread.run(Thread.java:834)
```

The web site you are accessing has experienced an unexpected error.  
Please contact the website administrator.

The following information is meant for the website developer for debugging purposes.

Error Occurred While Processing Request

An error occurred while Parsing an XML document.

The reference to entity "T" must end with the ';' delimiter.

The error occurred in

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:  
line 573

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line 981

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line

1108

Called from

C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm: line 31

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:

line 26

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:

line 111

571 : </cfoutput>

572 : <cfoutput></unitdescription></cfoutput>

573 : <cfoutput></unit></cfoutput>

574 : </cfxml>

575 : </cfif>

Resources:

- Check the [ColdFusion documentation](#) to verify that you are using the correct syntax.
- Search the [Knowledge Base](#) to find a solution to your problem.

Browser ColdFusion

Remote Address 127.0.0.1

Referrer

Date/Time 13-Mar-19 12:21 PM

Stack Trace

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:573) at

cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:981) at

cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:1108) at

cfunitdetail2ecfm202917510.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:31) at

cfdetail2ecfm1026378749.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:26) at

cfindex2ecfm439786969.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:111)

coldfusion.xml.XmlProcessException: An error occurred while Parsing an XML document.

at coldfusion.xml.XmlProcessor.parse(XmlProcessor.java:291)

at coldfusion.tagext.lang.XmlTag.doEndTag(XmlTag.java:121)

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:573)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.filter.SilentFilter.invoke(SilentFilter.java:47)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3380)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3357)

at cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:981)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3380)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3357)

at cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:1108)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:597)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:823)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:629)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3302)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3277)

at cfunitdetail2ecfm202917510.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\unitdetail.cfm:31)

at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)

at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)

at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)

at coldfusion.runtime.CfJspPage.\_emptyTcfTag(CfJspPage.java:4082)

at cfdetail2ecfm1026378749.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\detail.cfm:26)

```
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.filter.CFVariablesScopeFilter.invoke(CFVariablesScopeFilter.java:56)
at coldfusion.tagext.lang.ModuleTag.doStartTag(ModuleTag.java:330)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfindex2ecfm439786969.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\index.cfm:111)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.filter.CfincludeFilter.invoke(CfincludeFilter.java:65)
at coldfusion.filter.ApplicationFilter.invoke(ApplicationFilter.java:597)
at coldfusion.filter.RequestMonitorFilter.invoke(RequestMonitorFilter.java:43)
at coldfusion.filter.MonitoringFilter.invoke(MonitoringFilter.java:40)
at coldfusion.filter.PathFilter.invoke(PathFilter.java:162)
at coldfusion.filter.IpFilter.invoke(IpFilter.java:45)
at coldfusion.filter.ExceptionFilter.invoke(ExceptionFilter.java:96)
at coldfusion.filter.ClientScopePersistenceFilter.invoke(ClientScopePersistenceFilter.java:28)
at coldfusion.filter.BrowserFilter.invoke(BrowserFilter.java:38)
at coldfusion.filter.NoCacheFilter.invoke(NoCacheFilter.java:60)
at coldfusion.filter.GlobalsFilter.invoke(GlobalsFilter.java:38)
at coldfusion.filter.DatasourceFilter.invoke(DatasourceFilter.java:22)
at coldfusion.filter.CachingFilter.invoke(CachingFilter.java:62)
at coldfusion.CfmServlet.service(CfmServlet.java:226)
at coldfusion.bootstrap.BootstrapServlet.service(BootstrapServlet.java:311)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:231)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at coldfusion.monitor.event.MonitoringServletFilter.doFilter(MonitoringServletFilter.java:46)
at coldfusion.bootstrap.BootstrapFilter.doFilter(BootstrapFilter.java:47)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.tomcat.websocket.server.WsFilter.doFilter(WsFilter.java:53)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.catalina.core.StandardWrapperValve.invoke(StandardWrapperValve.java:199)
at org.apache.catalina.core.StandardContextValve.invoke(StandardContextValve.java:96)
at org.apache.catalina.authenticator.AuthenticatorBase.invoke(AuthenticatorBase.java:491)
at org.apache.catalina.core.StandardHostValve.invoke(StandardHostValve.java:139)
at org.apache.catalina.valves.ErrorReportValve.invoke(ErrorReportValve.java:92)
at org.apache.catalina.core.StandardEngineValve.invoke(StandardEngineValve.java:87)
at org.apache.catalina.connector.CoyoteAdapter.service(CoyoteAdapter.java:357)
at org.apache.coyote.http11.Http11Processor.service(Http11Processor.java:408)
at org.apache.coyote.AbstractProcessorLight.process(AbstractProcessorLight.java:66)
at org.apache.coyote.AbstractProtocol$ConnectionHandler.process(AbstractProtocol.java:764)
at org.apache.tomcat.util.net.NioEndpoint$SocketProcessor.doRun(NioEndpoint.java:1388)
at org.apache.tomcat.util.net.SocketProcessorBase.run(SocketProcessorBase.java:49)
at java.base/java.util.concurrent.ThreadPoolExecutor.runWorker(ThreadPoolExecutor.java:1128)
at java.base/java.util.concurrent.ThreadPoolExecutor$Worker.run(ThreadPoolExecutor.java:628)
at org.apache.tomcat.util.threads.TaskThread$WrappingRunnable.run(TaskThread.java:61)
at java.base/java.lang.Thread.run(Thread.java:834)
```

## Unit: Special Project Placement 12cps (5838)

---

**Level:** 3      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013)

### Class Contact

---

Up to sixteen hours a week dependent on the activity undertaken.

### Learning Outcomes

---

After successfully completing one of these subjects, students will have satisfied the learning outcomes required by their home institution.

### Prerequisite

---

Enrolment in these subjects is only available to international students on Study Abroad programs.

### Syllabus

---

These subjects allow students to undertake special projects or work placements not otherwise available through enrolment in another UC subject. Enrolment will allow students the flexibility to undertake a range of activities such as: clinical placement at a hospital; work placement or internship with an industry partner; preparation of a particular piece of writing/research. The project or placement will have the approval of the student's home institution before enrolment process is completed.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Biometry G (5842)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered (Also available in: 2007)

## Class Contact

---

During semester on an as needs basis via email and bulletin board access.

## Syllabus

---

This subject aims to give students an appreciation of the decisions to be made in designing field studies or experiments in ecology. The focus is on the knowledge, understanding and sound practical skills required for the application of analysis techniques of general use in ecology and environmental science. Practical exercises are built around the statistical package SAS, which is widely used in commerce, industry and educational institutions.

## Learning Outcomes

---

Students considered to have successfully completed this subject, will have: knowledge of the decisions that need to be made when designing an ecological field study or an experiment; knowledge of the options available to them for statistical analysis; practical skills for undertaking those analyses; the ability to interpret the results of analyses sensibly in a biological context; the ability to present their findings in a style appropriate to the scientific literature.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Experimental Design & Sampling G (5843)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

Students considered to have successfully completed this subject will have: knowledge of the decisions that need to be made when designing an ecological field study or an experiment involving the collection of univariate or multivariate data; knowledge of the implications for multivariate statistical and numerical analyses of failing to meet one or more of the fundamental tenets of good design, and the ability to interpret the results of analyses sensibly in the context of the design under which the data were collected.

## Syllabus

---

The subject aims to give students an overview of the fundamental tenets of experimental design and sampling in field-based studies in the environmental sciences. The subject material will be delivered in a problem-solving, experiential mode, drawing upon examples of good and bad designs from the contemporary literature.

## Class Contact

---

During semester on an as-needs basis via email and bulletin board access.

## Prerequisite

---

Biometry G.

## Unit: Classification & Ordination G (5844)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** Faculty of Applied Science

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Prerequisite

---

Course entry.

### Class Contact

---

During semester on an as needs basis via email, and bulletin board access.

### Learning Outcomes

---

Students considered to have successfully completed this subject will have: knowledge of the decisions that need to be made when designing an ecological field study or an experiment involving the collection of multivariate data; knowledge of the options available for multivariate statistical and numerical analysis, and the ability to choose and justify appropriate analysis sequence; practical skills for undertaking those analyses, including the ability to justify the selection of options within a particular kind of environmental analysis; the ability to interpret the results of analyses sensibly in the context in which the data were collected and to present them in report format; appropriate attitudes and efficient strategies for extending their abilities to conduct analyses and solve problems within the scope of this subject.

### Syllabus

---

The subject aims to give students a practical overview of multivariate statistical and numerical techniques of wide application in ecological and environmental research and in resource management. Students will acquire a working knowledge of the major techniques covered in the subject and practical skills in the use of specialised multivariate software will be developed.

## Unit: Foundations of Neonate & Family Nursing (5847)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to six hours a week consisting of lectures, problem based learning and seminars.

### Learning Outcomes

---

At the completion of the subject students will be able to utilise the principles of growth and development and their knowledge of anatomy, physiology and pathophysiological consequences to the newborn/neonate in their assessment, planning, delivery and evaluation of nursing care. They will determine the factors that influence neonatal and family centred care from a biological, familial, social, and cultural perspective and integrate them into their professional practice.

### Syllabus

---

This subject's focus is on evidence based practice which provides the theoretical management and practice foundations for neonatal and family nursing. Expectation of the public, professional bodies and the public is that neonatal nurses can provide competent, effective and safe neonatal nursing practice that is based on sound knowledge which is evidenced based practice. The rapid expansion of neonatal care requires the neonatal nurse to have a comprehensive understanding of anatomical, physiological and pathophysiological changes that occur with the various gestations and disease processes. The subject promotes development of critical thinking, analytical skills which augment the skills of nursing assessment within the health care setting further supporting competence in the clinical environment.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Variations in Neonatal & Family Health (5848)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject provides the theoretical knowledge required for specialist neonatal and family clinical practice in either special care or intensive care. This subject relates to the care of the newborn/neonate in either special care or intensive care utilising the principles of family centred care. This subject will prepare the nurse for practice in a tertiary referral centre and/or within a level 2 special care environment. The focus of this neonatal theory unit will be on the acute and chronic variations of health due to diverse needs of the premature and term newborn/neonates requiring admission and management in a tertiary intensive care or level 2 nursery environment. Students will be able to focus on their preferred sphere of practice (acute or special care nursing), through their choice of problem-based modules and the theoretical assessment.

### Class Contact

---

Up to six hours a week consisting of lectures, problem based learning and seminars.

### Learning Outcomes

---

At the completion of the subject students will be able to integrate into their nursing care a detailed knowledge of anatomy, physiology and selected acute and chronic pathophysiological processes. They will utilise their knowledge of psychological and social dysfunction to deliver and/or facilitate holistic health care and demonstrate an in-depth understanding of the effects of therapeutic interventions. Finally, they will critically analyse and appropriately integrate recent trends and research findings into their practice.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing Care of Neonate & Family PG1 (5849)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Corequisite

---

Foundations of Neonate and Family Nursing, Variations in Neonatal and Family Health.

### Learning Outcomes

---

At the completion of the subject students will be able to undertake a thorough nursing/health assessment of the newborn and neonate incorporating the parent's as partners in care.

### Class Contact

---

Three days a week in the clinical setting supported by weekly seminars/tutorials.

### Syllabus

---

This subject provides the opportunity for the clinical application of the theoretical knowledge gained in the subjects 'Foundations of Neonate and Family Nursing and 'Variations in Neonatal and Family Health'. Emphasis will be placed on developing the specialist nursing skills necessary when promoting the health of the newborn and neonate and the promotion of parent in partnership philosophy in the care of the newborn and neonate requiring either special care or intensive care nursery management. Clinical placements are available in acute and special care nurseries within the ACT public hospital system and the student will have the opportunity to stream into either Special Care or Intensive Care.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Nursing Care of Neonate & Family PG2 (5850)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Foundations of Neonate and Family Nursing, Variations in Neonatal and Family Health, Nursing Care of Neonate and Family PG1.

### Learning Outcomes

---

At the completion of the subject, the student will be able to perform a comprehensive assessment on the newborn and neonate with a deviation in health. Expectations will be that the student will be able to demonstrate sound clinical decision making and problem solving in order to meet the specific needs of each neonate and family unit within their care.

### Syllabus

---

This subject provides the opportunity for the clinical application of the theoretical knowledge gained in the subjects 'Variations of Neonatal and Family Health' and 'Foundations in Neonate and Family Nursing'. Emphasis will be placed on developing the advanced nursing skills necessary to facilitate the family in the care of their baby. Clinical placements are available in acute and special care settings in the students chosen stream.

### Class Contact

---

Three days a week in the clinical setting supported by weekly seminars.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Physics for Teachers A (5851)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1A (BRUCE, INT-HIST)
- S1 (BRUCE, Face-to-Face)
- S1 (BRUCE, INT-HIST)

## Learning Outcomes

---

On completion of this subject students will be able to: describe a range of everyday situations in terms of the correct physics concepts; solve a range of conceptual and quantitative problems in these topic areas; interpret experimental data; describe the principles of digital signal processing; use data loggers to acquire and store experimental data. In addition the students will have compiled a learning portfolio of materials suitable to teach one of the Preliminary Topics.

## Syllabus

---

The conceptual material in this subject covers the NSW Preliminary Course in physics. The required core material will be presented in the context of the 4 topic areas: The World Communicates; Electrical Energy in the Home; Moving About; and The Cosmic Engine. Through these topics the following core material will be covered: waves, optics, electricity, electrostatics, magnetism, kinematics, energy and momentum, force and acceleration, cosmology, astrophysics and gravitation. The laboratory strand will include a study of the educational philosophy behind the design of laboratory work and the expected learning outcomes. Core technical material will include elementary digital signal processing using computers; the use and abuse of data loggers and their application to experimental measurements.

## Prerequisite

---

Course entry.

## Class Contact

---

On-line delivery combined with one week intensive delivery.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Physics for Teachers B (5852)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, INT-F2F)
- S2 (BRUCE, Face-to-Face)

## Class Contact

---

On-line delivery combined with one week intensive delivery.

## Learning Outcomes

---

On completion of this subject students will be able to: describe a range of situations in terms of the correct physics concepts; solve a range of conceptual and quantitative problems in these topic areas; analyse and present experimental data on a computer. In addition the students will have: compiled a learning portfolio of materials suitable to teach one of the HSC Optional Topics, constructed a laboratory resource web site within WebCT containing resource materials suitable for carrying out an experimental investigation into one of the HSC topic areas.

## Prerequisite

---

Physics for Teachers A.

## Syllabus

---

The conceptual material in this subject covers the NSW HSC Course in physics. The material will be presented in the context of the mandatory Topic Areas: Space; Motors and Generators; from Ideas to Implementation. Material will also be presented through the optional Topic Areas: Geophysics; Medical Physics; Astrophysics; from Quanta to Quarks; The age of Silicon. The laboratory strand will include a study of data analysis and presentation techniques using standard mathematical and spreadsheet tools on computers. The students will design and conduct an independent experimental investigation into one of the topics covered in the semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Teaching Physics (5853)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)
- Y (BRUCE, INT-F2F)

## Syllabus

---

This subject will introduce students to the range of current theoretical models of pedagogy and student learning specifically as they relate to the teaching of physics at the senior secondary level. These will include the generative and constructivist learning models developed over the past decade. Particular attention will be paid to the effective use of laboratory work in the teaching physics.

## Learning Outcomes

---

On completion of this subject it is expected that students will be able to: explain how recent research has contributed to the development of effective teaching practices in physics, design interesting and effective laboratory exercises for their students, and lead their students through the successful development of a range of physics concepts.

## Prerequisite

---

Entry to course.

## Class Contact

---

Combination of on-line and intensive residential workshops at University of Canberra.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Applied Interpersonal Communication: CIT (5854)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Computer Skills for Multimedia: CIT (5855)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Presenting Research Information: CIT (5856)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Visual Communication for Multimedia: CIT (5857)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Cinema Studies & Video Productions: CIT (5858)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Mass Media Studies: CIT (5859)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Communication Project Management: CIT (5860)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Tools for Multimedia: CIT (5861)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.



## **Unit: Writing for Media & New Media: CIT (5862)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Market Research for Multimedia: CIT (5863)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Photographic Image Capture & Manipulation: CIT (5864)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Radio & Audio Production: CIT (5865)**

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Ethical&RegulatoryP/MeterMultiMedia: CIT (5866)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Programming C/Cepts & JavaScripting: CIT (5867)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: E-Commerce for Multimedia: CIT (5868)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Digital Video Production: CIT (5869)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## **Unit: Sound for Multimedia: CIT (5870)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Multimedia Project: CIT (5872)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Vocational Orientation for Multimed: CIT (5873)**

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Health Communication M (5874)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At completion of this subject, students will be able to: understand the role of communication theory and research in health promotion and communication campaigns; critically examine the role of social marketing in health communication campaigns; develop an understanding of contemporary communication campaign practice and evaluation, health advocacy and risk communication; critically examine new public health discourses of risk.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Economics D:PT (5875)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Referenced Courses

---

- 244AD Doctor of Philosophy in Economics

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Economics D: FT (5876)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Referenced Courses

---

- 244AD Doctor of Philosophy in Economics

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Commerce D:FT (5877)

---

**Level:** D      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Referenced Courses

---

- 244AC Doctor of Philosophy in Commerce

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Commerce D:PT (5878)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Referenced Courses

---

- 244AC Doctor of Philosophy in Commerce

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Honours Research Colloquium :PT (5879)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to develop students' understandings and skills in a range of research techniques and procedures. Students will be assisted to critically think about their thesis, develop an appropriate research methodology and design, present their project design, rationale, methodology and methods to a supervisory panel and receive feedback and guidance from this panel. During this process, students will also receive guidance on their research procedures, including ethics clearance, scoping of the thesis, thesis timelines and costings.

## Learning Outcomes

---

On successful completion of this, students should be able to: construct a rationale for the thesis through a comprehensive review of the literature; develop further aspects of their thesis proposal through their literature search, or pilot study; develop an appreciation of research ethics; formulate research questions relevant to their topic area utilising appropriate methodological frameworks; develop their skills and understandings of research processes.

## Class Contact

---

Up to six hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Honours Research Colloquium: FT (5880)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this, students should be able to: construct a rationale for the thesis through a comprehensive review of the literature; develop further aspects of their thesis proposal through their literature search, or pilot study; develop an appreciation of research ethics; formulate research questions relevant to their topic area utilising appropriate methodological frameworks; develop their skills and understandings of research processes.

## Class Contact

---

Up to six hours a week or equivalent.

## Syllabus

---

This subject is designed to develop students' understandings and skills in a range of research techniques and procedures. Students will be assisted to critically think about their thesis, develop an appropriate research methodology and design, present their project design, rationale, methodology and methods to a supervisory panel and receive feedback and guidance from this panel. During this process, students will also receive guidance on their research procedures, including ethics clearance, scoping of the thesis, thesis timelines and costings.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Honours Research Methodologies (5881)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to assist students to develop an overview of empiricist, interpretive, critical and post- structural methodologies that inform community education. Students will cover research design, methods and techniques and explore quantitative and qualitative approaches pertinent to these methodologies. During the subject, students will compare and contrast two or more theoretical methodologies and explore these in detail, particularly in relation to sampling, validity and reliability, design, methods and techniques.

## Class Contact

---

Up to three hours a week or equivalent.

## Learning Outcomes

---

On successful completion of this subject, students should be able to: outline the range of theoretical methodologies pertinent to community education; detail the epistemological underpinnings of an approach that they select; and articulate their own position as a researcher in the range of methodologies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Community Education Honours Thesis:PT (5882)

---

**Level:** 4      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

### Syllabus

---

In the Community Education Honours Thesis, students will undertake a supervised research thesis in the community education field. The topic will typically reflect the student's and supervisor's interests, but must show the relevance of theory to the student and supervisor specialisation. The thesis will include topic definition, library work and search of information sources, investigation and analysis and the thesis will have a word limit of 15,000 words. The thesis will require approval by the Honours Supervisory Panel of the School of Professional and Community Education and will be conducted within appropriate ethical guidelines to be indicated in the completed work.

### Class Contact

---

By arrangement with honours supervisor.

### Learning Outcomes

---

On successful completion of this subject, students should: apply research skills and understanding to an area or context of community education; develop their knowledge of community education issues; appreciate the relevance of their investigation in the broader context of society and the workplace; extend their capacity for critical analysis and creative thought; develop their capacity to interact productively with other professionals and researchers.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Community Education Honours Thesis:FT (5883)

---

**Level:** 4      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

In the Community Education Honours Thesis, students will undertake a supervised research thesis in the community education field. The topic will typically reflect the student's and supervisor's interests, but must show the relevance of theory to the student and supervisor specialisation. The thesis will include topic definition, library work and search of information sources, investigation and analysis and the thesis will have a word limit of 15,000 words. The thesis will require approval by the Honours Supervisory Panel of the School of Professional and Community Education and will be conducted within appropriate ethical guidelines to be inducted in the completed work.

## Learning Outcomes

---

On successful completion of this subject, students should: apply research skills and understanding to an area or context of community education; develop their knowledge of community education issues; appreciate the relevance of their investigation in the broader context of society and the workplace; extend their capacity for critical analysis and creative thought; develop their capacity to interact productively with other professionals and researchers.

## Class Contact

---

By arrangement with honours supervisor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computing Project A (5885)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- BCS2 (BRISBANE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)

## Prerequisite

---

Information Technology 2, Files and Databases, Software Technology 2.

## Class Contact

---

Up to four hours of lectures, tutorials and laboratory sessions a week.

## Learning Outcomes

---

On successful completion of this subject students will have demonstrated a capacity to work in all aspects of systems development by developing a system in a disciplined, managed way within a team environment.

## Syllabus

---

This subject builds on core subjects in the B Information Technology and draws together to emphasise the theory and practice of software engineering. A variety of tools and techniques to manage, design, analyse and implement a substantial practical information systems project typical of systems that exist in industry, government and small business; students will be guided to use these tools and techniques within a sound framework of software engineering principles. Project and quality management, and system design and implementation procedures, covered in earlier subjects are expected to be applied with emphasis on proper planning and control in projects. Students are expected to document their systems, participate in technical and project management reviews and usability evaluations, design and use test data and procedures, and provide interactive interfaces that are simple to use. Social, legal and ethical environment of systems and their development will be studied.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Computing Project B (5886)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- BCS2 (BRISBANE, Face-to-Face)
- S1 (BRISBANE, Legacy)
- S2 (BRUCE, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students will be able to work in a team to analyse, design and implement a substantial practical project; and understand and be able to apply software engineering and software quality assurance principles in a software and systems development environment.

## Class Contact

---

Up to four hours of lectures, tutorials and laboratory sessions a week.

## Syllabus

---

This subject brings to a conclusion a major systems development project. Students are expected to demonstrate a capacity to work in the computing field at a professional level. Students will study the social, legal and ethical environment of systems and their development.

## Prerequisite

---

Computing Project A.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Rights (5887)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Concepts and Elements of Law desirable.

## Class Contact

---

Three hours per week.

## Learning Outcomes

---

On successful completion of this subject, participants will understand - the historical development of human rights thought and laws, the extent to which human rights are protected expressly or impliedly by the Australian Constitution, the scope and operation of federal law, - and participants will have demonstrated a basic capacity to apply federal and ACT human rights laws to a given set of facts, and through a tutorial paper and presentation, will have demonstrated a sound capacity to research, develop and express a sustained, coherent argument in this area of the law.

## Syllabus

---

This subject is designed to provide participants with an understanding of the types of, and the extent to which, various human rights are legally enforced in Australia and focuses on federal and ACT laws.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Ethical & Regulatory Aspects of GCP (5888)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

It is expected that on completion of this subject students will be able to: demonstrate appropriate awareness of ethical and regulatory principles underlying GCP; define the research question in accordance with ethical and GCP guidelines including the ethics approval processes; discuss the role of internationally accepted ethical and regulatory controls in providing protection of human research subjects; demonstrate well developed written and other communication skills including the preparation of plain language consent forms, proposal writing and other report writing skills.

### Syllabus

---

This subject provides students with an understanding of the basic ethical and legal principles that govern the conduct of clinical trials research in accordance with GCP guidelines. The content includes: common ethical and legal pitfalls; advocates and research; recruitment and informed consent; professional ethical codes, codes of conduct including GCH/ICH; ethical application forms and ethics committees.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Principles of Good Clinical Practice (5889)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

It is expected that on completion of this subject students will be able to: identify and discuss features of a well - designed clinical trial according to GCP principles; make accurate and basic level statistical calculations; know how to prepare case report forms and identify and discuss essential aspects of a protocol according to GCP; demonstrate well-developed written and other communication skills.

## Syllabus

---

This subject introduces students to the basics of planning and managing clinical trials according to GCP principles. Content includes: introduction to, and history of, clinical trial research; design of clinical trials according to GCP principles; statistical aspects of clinical trials; the protocol; and introduction to ethical and regulatory documents such as GCP/ICH guidelines.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Trials & Good Clinical Practice (5890)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

It is expected that on completion of this subject students will be able to: design data collection processes and tasks, data management and storage tasks, and basic data analysis in accordance with GCP; know how to audit a clinical trial in accordance with GCP; demonstrate well-developed written and other communication skills including the preparation of case report forms, proposal writing and other report writing skills; use the internet for a variety of purposes relevant to clinical trials research, eg search the Cochrane Collaboration data base.

## Syllabus

---

This subject provides students with skills in: how to ensure that trials conform with Good Clinical Practice (GCP); impact of GCP on recruitment issues and randomisation; data collection and management and storage of data; monitoring; standard operating procedures for adverse events and follow up procedures; audits and analysis and presentation of data; and communication matters such as writing reports.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Reading Media M (5891)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005, 2006, 2007)

- S2 (BRUCE, Online Only)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have: an historical understanding of the development of different media forms; the capacity to critically analyse and evaluate media products in terms of their formal structure, generic conventions and stylistic characteristics; an understanding of the place of media in the broad framework of communication and cultural studies.

## Syllabus

---

This subject develops advanced media literacy in a variety of media representations and products - films, photographs, television programs, multimedia works, sound programs, web pages - and focuses in particular on the ability to offer critical comment and analysis of a single work. Several strategies are employed to investigate how media products work. Key formal and aesthetic issues are examined in relation to a mix of media forms. The issues are approached not only at the analytical and theoretical levels, but also historically via the development of genres and other conventional structures. The question of style - what it is and how it affects both quality and comprehension - is also central.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Interactive Multimedia M (5892)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, Online Only)

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to demonstrate effective skills in interactive multimedia production, as well as an understanding of principles of interactive multimedia design and programming.

## Syllabus

---

This subject focuses on the principles and practices of interactive multimedia production. Students gain and understanding of the overall production process, as well as an opportunity to produce their own interactive multimedia programs. Key areas of conceptual concern include interactive structure, interface design, and the effective marrying of different media. At the more practical level, the emphasis is upon teaching core aspects of multimedia programming, as well as acquainting students with the broad range of multimedia production tools.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Cultural Theory and Practice M (5893)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S2 (BRUCE, Online Only)

## Learning Outcomes

---

On completion of this subject, students will have: an understanding of theoretical issues and debates surrounding the ideas of subjectivity, creativity, and cultural practice; an ability to critically analyse specific examples of contemporary cultural practice; and an ability to conduct a substantial research project.

## Syllabus

---

This subject explores theoretical frameworks for contemporary cultural practice. It begins by considering general dilemmas affecting notions of subjectivity and creativity and then considers specific contexts of creative cultural production. Film, New Media, and Writing provide the main reference points and examples for specific analysis. Assessment for this subject is project-based, enabling students to engage in sustained and detailed cultural studies research.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Creative Project M (5894)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005, 2006, 2007)

- S2 (BRUCE, Face-to-Face)
- S2 (BRUCE, Online Only)

## Learning Outcomes

---

Upon completion of this subject students will have: experience in the conceptualisation and execution of a major piece of creative work; demonstrated experience in project design and execution; a portfolio enhanced by a major piece of creative work.

## Syllabus

---

In this subject students conceptualise, produce and present a major piece of creative work. Students are encouraged to integrate writing with visual or sound media using existing or new media formats. A demonstrated engagement with the particular requirements of interactive technologies is also encouraged.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Online Learning: Course Design G (5899)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, participants will be able to: resolve critical issues in online learning in relation to their own subjects; adopt systematic approaches to designing online subjects; critique a range of online subjects; demonstrate e-moderating skills; use online tools for formative assessment and student feedback; convert partial or all elements of their subject(s) to an online environment; reflect on the experience of learning online; and evaluate the design quality of online subjects.

## Syllabus

---

This subject is designed for staff interested in teaching partially or fully online. It introduces frameworks for designing online courses, provides opportunities for participants to relate online approaches to their subjects and offers an experience of the online environment from a learner's perspective.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Tertiary Teaching G (5900)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Researching practice; introduction to student learning; presentation skills; small group teaching; large group teaching; assessment; evaluation; curriculum design; online learning and teaching; postgraduate teaching and supervision.

## Learning Outcomes

---

It is expected that on completion participants will be able to: articulate personal beliefs about teaching, learning and assessment in higher education which are informed by current theories and research; reflect critically on their own teaching and assessment practices; and design and monitor learning experiences which take account of current theoretical and research findings related to student learning in higher education.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Student Learning in Higher Education (5901)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

After completing this subject participants will: appreciate of the range of theoretical information related to student learning in higher education; identify the main theoretical perspectives that relate to their own experiences as learners and teachers as well as the learning of their students; develop strategies to assist students to develop learning approaches that are relevant to their academic life.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Meeting Student Needs : Diversity G (5902)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Through completing this subject participants will: appreciate the importance of diversity in the development of a vibrant academic environment; understand the main issues related to student diversity in higher education with particular reference to specific groups of student; develop strategies for working with a diverse range of students; have an overview of the main policies and practices related to students from diverse backgrounds.

## Syllabus

---

Teaching and learning in a diverse learning environment: students with disabilities; indigenous students; international students; non-English speaking students; gay and lesbian students; policies related to student diversity.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Assessment in Higher Education G (5903)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Overview critical assessment issues, principles and terminology; exploring assessment cases studies; teacher perspectives on assessment practice; assessment in small/large classes; feedback; reviewing assessment practice as indicated in the subject outlines.

## Learning Outcomes

---

For participants to relate assessment practice to improving the quality of learning as well as to awarding marks and grades.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Issues in Higher Education G (5904)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Participants in this subject will have: an understanding of the main issues in higher education in Australia; an appreciation of issues in Australia's higher education as they relate to other countries; knowledge of the literature related to issues in higher education and have been introduced to some of the key authors in the area.

## Syllabus

---

Historical perspective of the development of Australia's higher education; contemporary issues in Australia; contemporary issues in countries other than Australia; the 'movers and shakers' in higher education; crystal-ball gazing; The future of Australian higher education.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Meeting Student Needs: Off-Campus Studs (5905)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

Cultural diversity; professional standards and the curriculum; intensifying the curriculum; summer schools and dip-feeding; student learning and motivation; the art of the possible; living with compromise; assessment issues for off campus students; using technology to develop students' academic skills.

### Learning Outcomes

---

After participating in this subject, participants will be able to use current literature and theories to explain their approach to teaching off campus subjects.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Evaluating Teaching Practice G (5906)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

In this module participants will: develop an understanding of evaluation as reflective practice; explore a range of methods of evaluating teaching and learning in subjects and courses; engage in, evaluate and reflect on, the process of planning and conducting an evaluation of teaching and learning in the context in which they teach and their students learn.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Leadership in Higher Education G (5907)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Gender and leadership; leading the learning organisation; leadership at the University of Canberra; the affective dimensions of leadership.

## Learning Outcomes

---

Participation in this subject will lead to: an understanding of the issues related to leadership in higher education; knowledge of the relevant literature on leadership in higher education; development of some key skills in leadership in higher education.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Practice in Learning&TechG (5908)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

The purpose of this subject is for participants to take part in, and critically reflect on, a substantial learning and teaching professional practice experience in an area of relevance to their teaching and to the learning of their students.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Curriculum Development G (5909)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Where to begin: the university context; content requirements; resources; building concept maps; a critical review of a subject; piecing the jigsaw: learning outcomes, assessment, and teaching strategies. Where does student learning fit? Change, flexibility and curriculum: generic skills and electronic media; implementation of a new curriculum: steering through policies and politics.

## Learning Outcomes

---

After participating in this subject, students will be able to critically evaluate various approaches to curriculum design; and to design and subject using their knowledge of the literature and current theories.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Expanding Supervisory Horizons G (5910)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Experienced supervisors or supervisors who have completed the subjects Beginning Postgraduate Supervision at UC and The Practice of Postgraduate Supervision and have taken students through to completion. This subject will be of particular interest to supervisors who like to work collaboratively and to discuss/debate their practice with others to enhance their supervisory practice and to make a difference to supervisory practice beyond their personal context.

### Syllabus

---

Discuss, synthesise, evaluate and critically reflect on supervisory theory and practice across a variety of supervisory contexts, and for a diversity of postgraduate research students, to compose a supervisory portfolio to reflect advanced understandings and practice in postgraduate supervision at both the personal and institutional level.

### Class Contact

---

### Learning Outcomes

---

Participants will develop their current understanding of the theory and practice of postgraduate supervision within their personal supervisory context and compose a supervisory portfolio to reflect advanced understandings and practice in postgraduate supervision at both the personal and institutional level.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: The Practice of Postgraduate SupervisionG (5911)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

Participants will develop their current understanding of the theory and practice of postgraduate supervision within their personal supervisory context and compose a supervisory portfolio to reflect this expanding knowledge base.

### Prerequisite

---

Supervisors who have completed the subject Beginning Postgraduate Supervision at UC or supervisors who have some experience of supervision but would not identify as 'old hands'.

### Syllabus

---

Topics will include: supervising in the UC Context; Higher Degree by Research Policies and Practices; Working with a Diverse Student Population; The Examination Process, and Quality in Postgraduate Supervision. Other topics will be negotiated with participants to meet their specific learning needs.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Beginning Postgrad Supervision at UC G (5912)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Syllabus

---

The subject will cover topics such as: Supervising in the UC Postgraduate Research Context: Policies and Practices; Student Learning in the Postgraduate Research Context; Roles and Responsibilities of Supervisors; Structuring Supervisory Sessions; Giving and Receiving Feedback; Facilitating the Writing Process; the Examination Process and Reflecting on Supervisory Practice.

### Learning Outcomes

---

Within a framework comprising policy, theory and practice elements supervisors new to the role of postgraduate supervision will: develop an understanding of learning, research and supervision in the postgraduate research context; develop skills to establish, structure and manage an effective supervisory relationship; enhance knowledge of the policy context within which postgraduate supervision occurs; make connections and establish learning networks with colleagues interested in postgraduate supervision.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Independent Research Project G (5913)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

The purpose of this subject is for participants to design and conduct a substantial research project on an issue related to academic practice. The topic will be negotiated with the course convener.

## Syllabus

---

To be negotiated but also allows for research related to the four credit-point subject "Expanding Your Supervisory Horizons". In this case participants, by negotiation and learning contract, will aim at making a difference to supervisory practice beyond ones own context.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Systems Analysis & Modelling (5914)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students should possess: analysis skills for the derivation of systems models; competence in the use of abstraction as a modelling device; competence in the use of international standard systems description paradigms and languages; an understanding of the role of analysis within various systems development life cycles; an understanding of the role of systems models in the synthesis of systems; and an understanding of the tools for managing analysis processes.

## Syllabus

---

This subject encompasses the theory of information systems analysis and modelling. It describes and demonstrates the tools and techniques used to formally describe what information system do, and the methods used by information systems analysis to construct these descriptions. It examines the role of analysis and modelling in various systems development life cycles. Both object-based and traditional methods of systems modelling are explored, and the methods and outcomes of each are compared. Tools for managing the analysis process are examined.

## Class Contact

---

Up to four hours a week of lectures, tutorials laboratory and project work.

## Prerequisite

---

Database Design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Database Design (5915)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

## Syllabus

---

This subject introduces a practical approach to the development and design of database systems. The emphasis is placed on relational database management systems, their development and implementation in a modern organisational environment. The use of modern query languages for relational databases is discussed and experienced. Conceptual, logical and physical database design issues are also covered. Other topics include client server database computing and database administration issues.

## Class Contact

---

Up to four hours a week of lectures, tutorials, laboratory work and project work.

## Learning Outcomes

---

Upon successful completion of this subject the students will be able to list, describe, and illustrate the steps in a database system development life cycle and illustrate the inputs and outputs in that process, with an emphasis on data modelling. Students will be able to analyse requirements and develop an appropriate set of data models for relational database implementation. The students will be able to demonstrate the use of the SQL language in a database server environment.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Systems Design (5916)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- BCS3 (BRISBANE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides the theory and practices needed to design and specify the requirements for an information system. Emphasis is placed on user-centred design, designing for use, and the design of human-computer interaction. Issues of project and quality management are considered. Group work and communication are central to information systems design and techniques for managing group work and communicating and sharing ideas are explored. Relevant sections of Australian and other Standards and guidelines dealing with software quality management, software ergonomics and software usability are discussed.

## Prerequisite

---

Database Design (for Bachelor of Software Engineering students), Database Design and Professional Communication Skills (For Bachelor of Information Technology students), or two Information Systems subjects (for students undertaking a major or minor in Computer Information Systems).

## Learning Outcomes

---

On successful completion of this subject students will understand the information systems design process and ways of specifying user requirements. They will understand some key issues about group work, communication processes, and project and quality management. They will be able to undertake an information systems design project, applying user-centred design techniques and addressing issues in human-computer interaction. They will also be able to apply policies and procedures from relevant guidelines and standards.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Software Technology Project A (5917)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours of lectures, tutorials and laboratory sessions a week.

### Syllabus

---

This subject builds on the core subjects in the Bachelor of Information Technology and draws them together to emphasise the theory and practice of software engineering. A variety of tools and techniques to manage, design, analyse and implement a substantial practical information systems project typical of systems that exist in industry, government and small business; students will be guided to use these tools and techniques within a sound framework of software engineering principles. Project and quality management, and system design and implementation procedures, covered in earlier subjects are expected to be applied with emphasis on proper planning and control in projects. Students will be expected to document their systems, participate in technical and project management reviews and usability evaluations, design and use test data and procedures, and provide interactive interfaces that are simple to use.

### Learning Outcomes

---

On successful completion of this subject students will have demonstrated a capacity to work in all aspects of systems development by developing a system in a disciplined, managed way within a team environment.

### Prerequisite

---

Information Technology 2, Files and Databases, Software Technology 2.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Software Technology Project B (5918)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students will be able to work in a team to analyse, design and implement a substantial practical project: and understand and be able to apply software engineering and software quality assurance principles in a software and systems development environment.

## Class Contact

---

Up to four hours of lectures, tutorials and laboratory sessions a week.

## Prerequisite

---

Computing Project A.

## Syllabus

---

This subject brings to a conclusion a major systems development project. Students are expected to demonstrate a capacity to work in the computing field at a professional level. Students will study the social, legal and ethical environment of systems and their development.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Games Programming Techniques (5919)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students who complete this unit will have the skills to write simple graphical interactive computer programs. This includes screen savers, multimedia programming and games like Tetris and Naughts and Crosses.

## Syllabus

---

This is an introductory computer-programming unit, which teaches the programming techniques needed to produce interactive 2D graphical applications like computer games. The topics covered include, game design, storyboarding, animation techniques, game construction tools, input devices, sound, real time graphics in 2D. During the course students produce a simple interactive graphical project (eg a screen saver or game) in C++ as a major work.

## Prerequisite

---

Software Technology 1.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Honours Research Colloquium (5921)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this, students should: demonstrate the ability to understand and apply theoretical frameworks; demonstrate the ability to operationalise research methodologies in relation to specific questions; demonstrate oral and written presentation skills; demonstrate skills and understanding of research processes.

## Class Contact

---

Two hours seminar per fortnight over two semesters, attendance at up to five intensive one-day workshops in summer and winter, participation in one-day honours conference.

## Syllabus

---

This subject is designed to provide training and support for students writing an honours thesis. Students will attend intensive research workshops determined in consultation with course convener, and a regular thesis support seminar throughout the honours year. Students will learn to think critically about their thesis, operationalise their research methodology and design, and improve skills in presenting their work both in written and oral form. The seminar cohort will organise and run a conference to demonstrate oral competency in communication research findings.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design Studio B PG:PT (5924)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The Master of Design studio program projects will be located in the broad area of visual communication. Advanced studies will be undertaken in the theory and practice of graphic design. Projects will be developed on themes such as criticism, reflective practice, culture, environment and modes of communication. This subject offers the opportunity for the student to undertake either a research project in a specific area of Graphic Design or an advanced Graphic Design project or a combination of both.

## Learning Outcomes

---

Students having successfully completed two Master of Design studio subjects will be able to research, design and evaluate, to professional standards, solutions for large scale graphic design projects, and communicate their outcomes in a professional manner, verbally and graphically. Students will demonstrate their ability to appraise policy directives; interpret and develop design strategies; synthesise and integrate knowledge from consultants and specialist professionals, including government agencies; program and manage the production of design work; critically evaluate advanced design work as part of the ongoing design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

## Prerequisite

---

Entry into the Master of Design (Graphic Design).

## Class Contact

---

Contact between student and supervisor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design Studio A PG:FT (5925)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2016)

## Syllabus

---

The Master of Design Studio program projects will be located in the broad area of visual communication. Advanced studies will be undertaken in the theory and practice of graphic design. Projects will be developed on themes such as criticism, reflective practice, culture, environment and modes of communication. This subject offers the opportunity for the student to undertake either a research project in a specific area of Graphic Design or an advanced Graphic Design project or a combination of both.

## Class Contact

---

Contact between student and supervisor.

## Prerequisite

---

Entry into the Master of Design (Graphic Design).

## Learning Outcomes

---

Students having successfully completed two Master of Design studio subjects will be able to research, design and evaluate, to professional standards, solutions for large scale graphic design projects, and communicate their outcomes in a professional manner, verbally and graphically. Students will demonstrate their ability to appraise policy directives; interpret and develop design strategies; synthesise and integrate knowledge from consultants and specialist professionals, including government agencies; program and manage the production of design work; critically evaluate advanced design work as part of the ongoing design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums



## Unit: Master of Design Studio A PG:PT (5926)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed two Master of Design studio subjects will be able to research, design and evaluate, to professional standards, solutions for large scale graphic design projects, and communicate their outcomes in a professional manner, verbally and graphically. Students will demonstrate their ability to appraise policy directives; interpret and develop design strategies; synthesise and integrate knowledge from consultants and specialist professionals, including government agencies; program and manage the production of design work; critically evaluate advanced design work as part of the ongoing design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

## Class Contact

---

Contact between student and supervisor.

## Syllabus

---

The Master of Design studio program projects will be located in the broad area of visual communication. Advanced studies will be undertaken in the theory and practice of graphic design. Projects will be developed on themes such as criticism, reflective practice, culture, environment and modes of communication. This subject offers the opportunity for the student to undertake either a research project in a specific area of Graphic Design or an advanced Graphic Design project or a combination of both.

## Prerequisite

---

Entry into the Master of Design (Graphic Design).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Master of Design Studio B PG:FT (5927)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

Students having successfully completed two Master of Design studio subjects will be able to research, design and evaluate, to professional standards, solutions for large scale graphic design projects, and communicate their outcomes in a professional manner, verbally and graphically. Students will demonstrate their ability to appraise policy directives; interpret and develop design strategies; synthesise and integrate knowledge from consultants and specialist professionals, including government agencies; program and manage the production of design work; critically evaluate advanced design work as part of the ongoing design process; work as a member of a team and independently, and continue self-directed learning processes with initiative, competence and confidence.

## Class Contact

---

Contact between student and supervisor.

## Syllabus

---

The Master of Design studio program projects will be located in the broad area of visual communication. Advanced studies will be undertaken in the theory and practice of graphic design. Projects will be developed on themes such as criticism, reflective practice, culture, environment and modes of communication. This subject offers the opportunity for the student to undertake either a research project in a specific area of Graphic Design or an advanced Graphic Design project or a combination of both.

## Prerequisite

---

Entry into the Master of Design (Graphic Design).

## Unit: Law G1: Legal System LLB (5928)

---

**Level:** 1      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The selection of subject matter for this unit is based on our assessment of what students need to structure an intellectual framework in which to situate the mass of new substantive legal knowledge they will encounter in the course of their law degree or law major. The subjects listed are designed to sequentially develop a student's understanding of the theory and content of the law. The Concept of Law; The Civil Law and the Common Law Traditions; The Australian Federation; Comparative Constitutional Structures - a Brief Introduction; Sources of Law in the Australian Federation; Reception of English Law in Australia; The Law in Australia Today; The Legal Profession and the Practice of Law in Australia and Critical Perspectives on the Law.

## Learning Outcomes

---

The learning goals of this subject are united around the theme of providing students with a theoretical and substantive foundation upon which to build their knowledge and ability to critique Australian domestic law and institutions, legal policy generally, international law and comparative legal systems.

## Class Contact

---

Approximately thirty-nine hours for lectures and tutorials.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law 1: Legal System LLB (5929)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The selection of subject matter for this unit is based on our assessment of what students need to structure an intellectual framework in which to situate the mass of new substantive legal knowledge they will encounter in the course of their law degree or law major. The subjects listed are designed to sequentially develop a student's understanding of the theory and content of the law. The Concept of Law; The Civil Law and the Common Law Traditions; The Australian Federation; Comparative Constitutional Structures - a Brief Introduction; Sources of Law in the Australian Federation; Reception of English Law in Australia; The Law in Australia Today; The Legal Profession and the Practice of Law in Australia and Critical Perspectives on the Law.

## Learning Outcomes

---

The learning goals of this subject are united around the theme of providing students with a theoretical and substantive foundation upon which to build their knowledge and ability to critique Australian domestic law and institutions, legal policy generally, international law and comparative legal systems.

## Class Contact

---

Approximately thirty-nine hours for lectures and tutorials.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law 2: Legal Method LLB (5930)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to sequentially progress a broad range of legal and relevant non-legal skills. This subject will include the following topics: Understanding What Lawyers Do; Finding the Law; Understanding the Law; Apply the Law/Problem Solving; Arguing the Law (Advocacy); Critiquing the Law; Writing the Law: Writing Legal Material in "Plain English".

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

This unit is designed to instil in students basic legal research, writing and oral presentation skills that will equip them to successfully undertake further study in the law. It is also intended to give students an awareness of the breadth of non-legal skills and disciplines that impact on the study and practice of law.

## Prerequisite

---

Law 1A.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law G2: Legal Method LLB (5931)

---

**Level:** 1      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

This unit is designed to instill in students basic legal research, writing and oral presentation skills that will equip them to successfully undertake further study in the law. It is also intended to give students an awareness of the breadth of non-legal skills and disciplines that impact on the study and practice of law.

## Class Contact

---

Three hours a week.

## Prerequisite

---

Law 1A.

## Syllabus

---

This subject is designed to sequentially progress a broad range of legal and relevant non-legal skills. This subject will include the following topics: Understanding What Lawyers do; Finding the Law; Understanding the Law; Applying the Law/Problem Solving; Arguing the Law (Advocacy); Critiquing the Law; Writing the Law; Writing Legal Material in "Plain English".

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Public Companies LLB (5932)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Corporate Finance & Fin Services LLB (5933)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Taxation Law A LLB (5934)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Taxation Law B LLB (5935)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Supervised Practice 1 PG:FT (5938)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Meetings with supervisor's as arranged. Attendance at Applied Psychology Special Seminars as required.

### Syllabus

---

The subject is based on the requirements for the DPpsych set down by the Australian Psychological Society. The student is required to complete a total of 500 hours of practice during Advanced Supervised Practice PG1. At this level it is expected that students will be conducting their placement in a setting relevant to their Doctoral Thesis work, and in addition to the practice of their professional work they will also be engaging in fieldwork relating to their intending Doctoral Thesis project. It is further expected that students will be working in an independent and highly professional fashion and by this stage will have entered into a supervision relationship with their intending Doctoral Thesis supervisor/s.

### Prerequisite

---

Supervised Practice PG1, PG2 and PG3.

### Learning Outcomes

---

On successful completion of Advanced Supervised Practice students: will have applied their theoretical knowledge of counselling, their counselling skills, and their researching skills in a professional counselling setting at an advanced level.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Advanced Supervised Practice 1 PG:PT (5939)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The subject is based on the requirements for the DPpsych set down by the Australian Psychological Society. The student is required to complete a total of 500 hours of practice during Advanced Supervised Practice PG1. At this level it is expected that students will be conducting their placement in a setting relevant to their Doctoral Thesis work, and in addition to the practice of their professional work they will also be engaging in fieldwork relating to their intending Doctoral Thesis project. It is further expected that students will be working in an independent and highly professional fashion and by this stage will have entered into a supervision relationship with their intending Doctoral Thesis supervisor/s.

## Learning Outcomes

---

On successful completion of Advanced Supervised Practice students: will have applied their theoretical knowledge of counselling, their counselling skills, and their researching skills in a professional counselling setting at an advanced level.

## Prerequisite

---

Supervised Practice PG 1, PG2 and PG3.

## Class Contact

---

Meetings with supervisor/s as arranged. Attendance at Applied Psychology Special Seminars as required.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Advanced Supervised Practice 2 PG:FT (5940)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Under the direction of their Doctoral Supervisor and based on the conjunction of their Advanced Supervised Practice work and their intending Doctoral Thesis project students are to complete at least one of the following tasks: prepare a paper for publication in a professional refereed journal; present a paper to a suitable psychology graduate seminar, or co-lead a special seminar; present a paper to a national or international conference.

## Class Contact

---

Meetings with supervisor/s as arranged. Attendance at Applied Psychology Special Seminars as required.

## Prerequisite

---

Advanced Supervised Practice PG1.

## Learning Outcomes

---

On successful completion of Advanced Supervised Practice PG2 students: will have successfully communicated their findings, work-in-progress or research to a professional audience of their peers in a professional manner consistent with the standards laid down by the Australian Psychological Society.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Advanced Supervised Practice 2 PG:PT (5941)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Under the direction of their Doctoral Supervisor and based on the conjunction of their Advanced Supervised Practice work and their intending Doctoral Thesis project students are to complete at least one of the following tasks: prepare a paper for publication in a professional refereed journal; present a paper to a suitable psychology graduate seminar, or co-lead a special seminar; present a paper to a national or international conference.

## Learning Outcomes

---

On successful completion of Advanced Supervised Practice PG2 students: will have successfully communicated their findings, work-in-progress or research to a professional audience of their peers in a professional manner consistent with the standards laid down by the Australian Psychological Society.

## Prerequisite

---

Advanced Supervised Practice PG1.

## Class Contact

---

Meetings with supervisor/s as arranged. Attendance at Applied Psychology Special Seminars as required.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Doctoral Thesis in Applied Psychology:FT (5942)

---

**Level:** D      **Credit Points:** 24      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Admission to DPsych.

### Syllabus

---

The subject is based on the requirements for the Australian Psychological Society. In consultation with their supervisor, students undertake an advanced individual research project in an area of their speciality (eg counselling psychology). Students participate in all steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and the preparation and writing of the thesis. In these stages of the Doctoral Thesis students conduct their field research and write their thesis under the supervision and guidance of their supervisor/s, who must be currently registered as psychologists in the ACT.

### Learning Outcomes

---

On successful completion of the thesis, students will have demonstrated a capacity to: design and execute an advanced research project relating to a psychological issue to a standard acceptable to the profession; independently undertake an analysis of data derived from qualitative, survey or experimental designs in psychology; communicate the results of an independent research project in a form acceptable for publication in a refereed journal.

### Class Contact

---

There is no class contact. Students work with their supervisor/s as arranged.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Doctoral Thesis in Applied Psychology:PT (5943)

---

**Level:** D      **Credit Points:** 24      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Admission to DPsych.

### Class Contact

---

There is no class contact. Students work with their supervisor/s as arranged.

### Learning Outcomes

---

On successful completion of the thesis, students will have demonstrated a capacity to: design and execute an advanced research project relating to a psychological issues to a standard acceptable to the profession; independently undertake an analysis of data derived from qualitative, survey or experimental designs in psychology; communicate the results of an independent research project in a form acceptable for publication in a refereed journal.

### Syllabus

---

The subject is based on the requirements for the Australian Psychological Society. In consultation with their supervisor, students undertake an advanced individual research project in an area of their speciality (eg counselling psychology). Students participate in all steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and the preparation and writing of the thesis. In these stages of the Doctoral Thesis students conduct their field research and write their thesis under the supervision and guidance of their supervisor/s, who must be currently registered as psychologists in the ACT.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Online Learning: Interaction & Comcn G (5944)

---

**Level:** G      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

In this subject, participants are required to attend three formal face-to-face sessions and work principally online outside of these meetings. The aim is to provide participants with a learner's perspective of studying in an online environment. Core topics include online communication tools, online pedagogy, e-moderating, interaction, online communities, and models of facilitating and assessing collaboration. It is essential that participants in this subject are prepared to contribute to regular online discussions, as well as e-moderate a scheduled topic on a case study that explores critical issues in online interaction and communication.

### Learning Outcomes

---

It is expected that, on completion of this subject, participants will be able to: determine appropriate usage of a range of Web tools for synchronous and asynchronous communication; design online collaborative activities that facilitate critical thinking and interaction; demonstrate advanced e-moderating competencies; develop criteria for assessing contributions to online discussions; and apply learning and teaching strategies derived from a selection of online literature.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Environmental Planning PG (5945)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered (Also available in: 2006)

### Prerequisite

---

Entry to University postgraduate program.

### Class Contact

---

Two one-hour lectures and one two-hour practical/tutorial sessions a week.

### Syllabus

---

This subject will consider land use planning in Australia and look at the various planning modules which have been developed. It will then focus on the ways in which environmental factors can be incorporated in the planning process. A considerable emphasis of the subject will be the assessment of the capability of land to support various uses. Techniques of resource inventory to obtain the necessary data will consider aspects of scale, data collection, data storage and presentation. Various quantitative approaches to land use planning will be examined looking particularly at their underlying assumptions and the methods they use to select and aggregate specific resource attributes for both simple and multi-objective planning examples. There will be some consideration given to techniques for implementing land use plans.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Resource Policy Analysis PG (5946)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered (Also available in: 2006)

### Class Contact

---

Two two-hour sessions a week.

### Syllabus

---

This subject examines the process of policy development and analysis, particularly in relation to the management of natural resources. The subject will identify resource policy issues in Australia and will consider the contributions of scientists to the policy process in relation to other inputs. Issues will be considered in relation to governmental structures. A range of appropriate analytical techniques will be considered, as well as negotiation, participation and decision-making processes.

### Prerequisite

---

Entry to University postgraduate program.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Ecochemistry PG (5947)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered (Also available in: 2003, 2006)

## Class Contact

---

Regular discussions with project supervisors, lectures and seminars as required. A system of individualised modules each covering specific parts of the course largely replaces lectures. The laboratory program is project oriented and requires presentation of a seminar and a final report.

## Prerequisite

---

Entry to University postgraduate program and the permission of the Head of School.

## Syllabus

---

This subject examines the principles and methods of environmental chemistry and the effect of environmental factors on organisms. It applies these principles to ecological and ecotoxicological issues, with emphasis on the chemical species in water, soil and air, their sources and the influence of human activity upon these processes. Field work and sampling are integral parts of the subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Remote Sensing PG (5948)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an introduction to remote sensors and remote sensing techniques suitable for mapping earth resources; the digital processing of image data for rectification classification and display; the production of thematic maps from remotely sensed data; and the application of remote sensing techniques in a range of disciplines including vegetation science, geology, soils, marine science and land and water management.

## Prerequisite

---

Permission of Head of School or delegate.

## Class Contact

---

Five hours a week of combined lectures and laboratory sessions, plus a 3-4 day field trip.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: The Australian Regolith PG (5949)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The antiquity of the Australian continent has produced a unique landscape in which earth materials have been organised and reorganised by geospheric, biospheric, and atmospheric processes. This subject will include discussion of the distribution of the regolith and the processes operating in the landscape, now and in the past, which produced the regolith. Topic to be considered during lectures and practical work include types of regolith in Australia, (duricrusts, residual deposits, sediments and soils), landscape evolution and neotectonics in Australia, the Tertiary and Quaternary climatic evolution, physical and chemical differentiation of materials in the landscape, and dating techniques. This subject will include a number of field trips.

## Class Contact

---

Sixty hours.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Rock Weathering PG (5950)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Sixty hours.

## Syllabus

---

In this subject the students will consider the primary controls, processes and products of rock weathering, as well as the petrology of the products. Topics covered will include the environmental controls on weathering, detailed study of the processes of mineral breakdown, clay and oxyhydroxide mineralogy, movement and organisation of weathered products within the regolith, economic implications, and the techniques used to study these topics. The subject will comprise lectures, directed reading, and practical work in which students will learn how to examine weathered materials using microscopic, electron optical, X-ray diffraction, infra-red, and chemical techniques. The subject will consider applications to such areas as, mineral exploration, preservation of weathered rock surfaces and the genesis of economic resources.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Current Topics in Geology PG (5951)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will be comprised of literature research supported, where appropriate, by lectures, seminars and discussion groups involving experts in the relevant field, and based on topics selected to enable students to develop a broad (and historically based) understanding of the field of specialisation, and to discuss/argue in depth current topics in the field.

## Class Contact

---

Will vary depending on the stage of the semester, but the total workload for this subject will be one quarter of a full-time workload for a semester.

## Prerequisite

---

Entry to the Honours Program and relevant specialisation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Regolith Mapping PG (5952)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Sixty hours.

## Syllabus

---

Preparation of a preliminary report on the bedrock geology, regolith, and geomorphology of a field area; air photo interpretation; a field camp to learn and apply regolith mapping and data collection methods; the presentation of a report synthesizing the field results and a review of the relevant literature.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Science Thesis Extension R4 (5953)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered (Also available in: 2006)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Science Thesis Extension R8 (5954)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered (Also available in: 2006)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Investigative Journalism (5955)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides students with a practical introduction to investigative reporting. The emphasis is on developing skills in gathering and analysing information and interpreting it for news audiences. The subject will focus on potential areas of investigation, with particular reference to politics and business. Topics covered include computer-assisted reporting; retrieving and interpreting information from libraries and government departments and agencies; and accessing and analysing company documents. Professional issues involved in the seeking, obtaining and publishing of news will also be addressed. Particular attention will be given to privacy and legal issues, ethics and the journalist-source relationship.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Upon successful completion of this subject, students will have developed the skills to perform basic investigative reporting tasks; an awareness of the range of retrieval and analysis methods used by investigative journalists; an understanding of how to obtain and interpret publicly available material from business, government and other agencies; and an understanding of ethical, legal and technical issues associated with investigative reporting.

## Prerequisite

---

Introduction to Journalism, or permission of the course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Multimedia Journalism (5956)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Sub-Editing and Publication Design.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

At the end of the subject, students understand and can utilise the special characteristics of online journalism, are proficient in writing and sub-editing in an online environment, and have attained proficiency in at least one of the associated computer packages.

## Syllabus

---

The subject is based around the course's online publication. The course builds on the sub-editing techniques taught in the prerequisite subject, but aims to show students how to maximise the advantages of a multimedia online environment for journalism. Students comprise the production team for the course's online publication and work with print, audio and video stories.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sub-Editing and Design (5957)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of the subject, students should be able to sub-edit a story for sense and legal and ethical problems, and prepare stories for publication in the print and online environments.

## Syllabus

---

This subject introduces students to the world of sub-editors. It teaches basic copy sub-editing practices, including copy-editing and headline writing, and includes page layout principles and practice for both print and online publications. Students receive instruction in computer layout packages and comprise the production team for the course's online publication.

## Prerequisite

---

Print Journalism 2.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sustainable Tourism Management (5958)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject students will have a foundation in strategic management theory and practice and be able to identify and apply aspects of strategic and sustainable tourism planning, development and management from the diverse sectors of the tourism industry.

## Syllabus

---

This subject builds upon existing knowledge of tourism planning and development issues and examines the concept of strategic and sustainable tourism management. The subject examines strategic management theory and concepts which are supported by case studies and examples from the diverse sectors of the tourism industry.

## Prerequisite

---

Tourism Systems, Current Issues in Tourism and Tourism Planning and Development or the permission of the Head of School.

## Class Contact

---

Three and a half hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Planning and Development (5959)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject students will be able to assess the impacts of tourism development on our social, cultural, physical, political and economic environments and understand and assess government and industry roles and responsibilities in tourism planning and development. Students will also be able to identify stakeholders in tourism planning and development and evaluate tourism planning strategies, proposals and reports in terms of their objectives and broader development goals.

## Syllabus

---

This subject examines the concepts of planning, development and sustainability in the tourism industry. It explores the frameworks that underpin planning and the main organisations and issues involved in the planning and development processes and examines planning issues in a range of tourism settings.

## Prerequisite

---

Tourism Systems and Current Issues in Tourism or the permission of the Head of School.

## Class Contact

---

Three and a half hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Tourism Marketing Project (5960)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject examines the practical applications of tourism marketing principles in a number of areas; namely, destinations, including urban and regional areas, environmentally and social sensitive communities, festivals and special events and convention marketing. Students will develop an understanding of the relationship between marketing planning and its role as an important basis for sustainable and strategic tourism marketing.

## Prerequisite

---

Tourism Systems, Current Issues in Tourism, Tourism Marketing.

## Class Contact

---

Three and a half hours a week.

## Learning Outcomes

---

The subject is essentially practical and applies theory to practice. Students will learn how to formulate a marketing plan for a sector of the tourism industry. This marketing project involves students applying the marketing research process to the successful completion of a marketing plan. In addition to the development of a research proposal, students will undertake field work, undertake a segmentation study and finalise the marketing plan in project teams.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Tourism Marketing (5961)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Tourism Systems, Current Issues in Tourism.

## Learning Outcomes

---

At the end of this subject students should be able to understand the service marketing process as applied to tourism products; appreciate the implications of a sustainable and strategic approach; define the special characteristics of the industry for marketing purposes and apply; understand the way that the tourism marketing process is synergistic, systematic and synchronised.

## Class Contact

---

Three and a half hours a week.

## Syllabus

---

This subject focuses on marketing principles and their application for the marketing of tourism and considers industry, consumer and societal interests in this context. Services industries such as tourism require a greater adaptation of marketing principles than the manufacturing sector and therefore, it approaches marketing in a different form from classical marketing theory. Principally, this stems from the fact that marketing theory was derived from the study of tangibles and manufactured goods whereas tourism concentrates on intangibles and appropriate strategies. In addition, the subject approaches tourism marketing from a sustainable and strategic perspective.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Health and Personal Development 1 (5962)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides a foundation for teaching and learning in health and personal development education. Students will examine the issues that relate to their own health and personal development and develop professional knowledge and skills about issues that relate to school communities. As part of this course of study students will be expected to participate in a three-day field trip designed to develop team building skills. Specifically the concepts of leadership, initiative, cooperation and personal understanding will be developed in a practical program of activities.

## Learning Outcomes

---

On completion of the subject it is expected that students will have achieved an understanding of their own lifestyle in relation to stress, sexuality, drug use and other health related areas. Students will also have attained an understanding of the diverse roles involved in good team building practices, and a further understanding of their personal contributions to an effective team.

## Class Contact

---

Three hours.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Health and Personal Development 2 (5963)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours.

### Syllabus

---

This subject is designed to raise the student's awareness of the variety of Community Health organisations and their role in supporting teachers in the areas of mental health, sexual health and adolescent and risk taking behaviours. This subject will show the students how these community organisations can play an integral part in the health and personal development curriculum of schools by providing specialist personnel, current research and updated resources.

### Learning Outcomes

---

On completion of this subject it is expected that students will have an understanding of the ways in which community health organisations support teachers and the health curricula of Schools. Students will also understand how community organisations fit into the Health Promoting School Framework.

### Prerequisite

---

Health and Personal Development 1.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Health and Personal Development 3 (5964)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to a maximum of four hours a week.

### Prerequisite

---

Health and Personal Development 1.

### Learning Outcomes

---

At the completion of the subject it is expected that students will be able to understand and explain the concept of health and skills for, applying health promotion/education strategies; identify health promotion challenges relevant to various health settings and systems.

### Syllabus

---

In this subject students examine the concept of health settings and the role of a settings approach in health promotion. They explore the strengths and limitations of policies, strategies and practices in health promotion and the relationship between social justice and health. Through the implementation of health promotion activities the subject provides the opportunity for skill develop in health promotion, education and social action for health.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Acquisition of Skills 1 (5965)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Education, Science, Technology & Maths

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On the completion of this subject it is expected that students will have attained an understanding of movement skills for a variety of sports, and be able to analyse and clarify movement patterns developing an understanding of correct technique resulting in recognition of movement skills that achieve good performance and safe participation. Through this subject students will have attained a foundation understanding of movement skills to be able to demonstrate, program, teach and coach a variety of sports from their understanding of physical movement.

## Class Contact

---

One one-hour lecture, one two-hour workshop each week.

## Syllabus

---

This introductory subject introduces students to movement patterns generic to sporting skills taught in Australian Secondary Schools. Practical and analytical studies of these movement patterns will be investigated as part of the foundations of teaching in the area of Health and Physical Education. Students will be required to participate in practical and theoretical workshops to develop the necessary skills to be able to demonstrate, analyse and create learning programs for secondary school students.

## Unit: Acquisition of Skills 2: CIT (5966)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered (Also available in: 2009)

### Syllabus

---

Students are exposed to activities that comprise syllabus content in physical education in either a Primary or Secondary School setting. Students will undertake the requirements of a pool Bronze Medallion and participate in a Track and Field program of theory and practice. They will learn how to teach and develop the skills of Track and Field.

### Learning Outcomes

---

On completion of this subject it is expected that students will be able to achieve the qualification of a Pool Bronze Medallion; demonstrate skill development in Track and Field and identify techniques and skills for teaching Track and Field.

### Class Contact

---

Three hours of workshops a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Acquisition of Skills 3 (5967)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Acquisition of Skills 1.

### Learning Outcomes

---

On completion of this subject it is expected that students will be able to achieve skill development in dance and educational gymnastics; gain knowledge of games that encourage positive participation and the foundation for sporting and movement skills; and identify and analyse techniques and skills for teaching dance, educational gymnastics and games.

### Syllabus

---

Students are exposed to a broad spectrum of activities that comprise syllabus content in physical education in either a Primary or Secondary School setting. Participation is designed to improve performance and skill analysis relevant to instruction and demonstration of specific movement skills. Activities studied will be selected from areas such as dance, educational gymnastics, minor and modified games.

### Class Contact

---

Four hours.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Acquisition of Skills 4: CIT (5968)

---

**Level:** 2      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Acquisition of Skills 3.

## Learning Outcomes

---

On completion of this subject it is expected that students will be able to achieve and demonstrate skill development; gain knowledge of the rules and strategies for the selected sports; and identify and analyse techniques and skills for teaching these sports.

## Syllabus

---

Students are exposed to activities that comprise syllabus content in physical education in either a Primary or Secondary School setting. Students will participate in the conditioning requirements relevant to the selected sports, learn how to teach and develop the fundamental skills of the selected sports and learn to apply the rules of these sports.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Acquisition of Skills 5 (5969)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject it is expected that students will know the fundamentals of, and gain experience in, designing, presenting and evaluating a coaching program for a high school sporting team in preparation for competition. It is expected that students will gain information to assist them to take on an effective role in the preparation, implementation and evaluation of a minimum three-day outdoor education experience for secondary students.

## Class Contact

---

Four hours.

## Prerequisite

---

Acquisition of skills 4.

## Syllabus

---

This subject is designed to develop students' practical skills in outdoor leadership and sports coaching. Current information resulting from research in these fields will be presented, with professional and experiential links to be created between students and local high schools and colleges. As a result, students will gain practical experience in tasks relating to sports coaching and outdoor leadership under the supervision of university staff working with school staff.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Language Testing and Assessment PG (5972)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Learning Outcomes

---

By the end of the subject students will have understood how formal and informal assessment is conceived in society, both in Australia and other cultures; grasped the full range of reasons for and benefits of testing, and recognised the value of different forms of assessment; understood the chief concepts of testing and applied them to design and evaluation; been able explicitly to relate the content of tasks in the subject to their present or future teaching situations.

### Syllabus

---

This subject offers an opportunity to review and critically analyse the central concepts in language testing and assessment, and also to evaluate and design test tasks and assessment procedure. The syllabus begins with a consideration of the social and political context of foreign language examinations and the psychology of the test-taker. The relationship between teaching and testing and the way in which theories of language learning relate to testing and assessment are also a focus.

### Class Contact

---

Normally three hours a week.

## Unit: Crime, Marginality and the State (5974)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** Not offered (Also available in: 2005)

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

Students doing this course should; develop a basic familiarity with concepts in criminal justice and criminology; improve their skills in accessing and interpreting academic literature in criminal justice and criminology; enhance skills in thinking critically about social issues; develop skills in comparing institutions and practices; enhance skills in planning and carrying out empirical research; enhance skills in applying research findings within a policy environment.

### Syllabus

---

This subject provides an introduction to the sociological study of crime and punishment, specifically the development and enforcement of social rules and norms, and the exercise of violence by individuals, groups and the state. The subject may focus on selected topics of contemporary interest such as terrorism, corruption, war crimes, reconciliation, comparative criminal justice, and domestic violence. Debates on such topics are placed in a wider social and cultural context, and alternative perspectives examined. Students get an opportunity to develop their own research questions and carry out empirical research. Emphasis is placed on applications of research in a policy environment.

### Prerequisite

---

Any social sciences or law subjects.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Supervised Reading (Social Sciences) (5975)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject provides an opportunity for students to deepen their understanding in a chosen field through individual study. This may involve advanced research in an area the student had studied in a previous subject. The subject involves focused, independent reading and research; and the presentation of the findings in a scholarly manner, under the supervision of a member of the teaching staff of the School. Permission of the course convener required to enrol in this subject.

### Prerequisite

---

Permission of course convener.

### Learning Outcomes

---

Students doing this course should: improve skills in accessing and interpreting academic literature in the chosen area of study; enhance skills in thinking critically about the chosen topic; enhance skills in independent research.

### Class Contact

---

Three hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Developing a Research Project PG (5976)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Developing a Research Project is an experientially based subject designed to enable students to develop knowledge and skills related to the operationalisation of a clinical research project incorporating all stages preceding data collection. The subject enables students to obtain advanced understanding of the methodological assumptions directing their research design and to apply this knowledge in the planning of a research project. In this subject students will explore the context related factors that can influence the progress of a clinical research project.

## Learning Outcomes

---

On successful completion of this subject students will have developed the intellectual tools that are necessary for all phases in planning and implementing a research project. They will also have gained skills and knowledge in the preparation of proposals for ethics approval and research funding.

## Class Contact

---

Up to five hours a week of independent contract learning activities and meeting with academic supervisor and monthly two hour student group seminars.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Administrative Law LLB (5977)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Law 1 Introduction to Law.

## Syllabus

---

The scope of potential judicial review of administrative action and the impact that this has on the functions of the administrator make up the central part of this subject. The instances when administrative bodies are required to follow the principles of natural justice have expanded significantly in recent years and thus the circumstances in which natural justice needs to be invoked and the requirements of natural justice are considered. The traditional controls exercised by the courts over administrative action are examined as well as the recent major legislative innovations in this field involving the Ombudsman, the Administrative Appeals Tribunal and Judicial Review by the Federal Court. The subject also examines aspects of the Commonwealth Freedom of Information Act and the Privacy Act.

## Learning Outcomes

---

On completion of the course of study in this subject students will be able to understand the role of administrative law in Australian law and government; the common law principles and concepts of administrative law; the law and principles governing judicial and administrative review of administrative decisions in the Australian federal system of law and government; the role and functions of the Commonwealth Ombudsman; the principles of the Commonwealth law of privacy.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law 3: Constitutional Law LLB (5978)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject examines the impact of the Commonwealth Constitution on the way in which Australia operates. It examines the Commonwealth/State relationship; the constitutional significance of political institutions; the influence of the constitution on federal governance and the impact of the constitution on individuals.

## Learning Outcomes

---

Students will understand the legal foundations of Australian public institutions the impact of the Constitution on private and commercial life. They will appreciate that federation involves a constant sense of friction between the Commonwealth and the States. They will see the role of the High Court in the governance of Australia and how the Commonwealth works within the constitutional limitations to achieve its goals. Students will develop the following skills to identify the different strands in a constitutional law case and to see how the law interacts with political and social issues; to analyse complex legal arguments and reasoning; to find a constitutional law basis on which to support a piece of legislation; to compose and express complex legal arguments.

## Prerequisite

---

Concepts and Elements of Law or Law in Administration G.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Law 4: Contracts LLB (5979)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject involves a detailed study of the law of contract. The course commences with a study of the nature of contract and the elements essential to its formation - intention to create legal relations, offer and acceptance, agreement on terms, consideration, parties and legality. The remedies available for breach of contract are also studied. The aim of this subject is to provide students with a thorough grounding in the principles of contract law.

## Class Contact

---

Three hours of lectures and one hour of tutorials a week.

## Corequisite

---

Law 1 Introduction to Law.

## Learning Outcomes

---

On completion of this subject, students should have a sound understanding of the principles of common law and equity, as well as statutory provisions, affecting the formation and enforceability, of contracts; the remedies available for breach of contract; and the principal contemporary critiques of contract law and the potential for the future development. They should also be able to provide advice on the application of the relevant principles of law to given fact situations; and have developed skills in the presentation of advice to clients concerning the application of principles of contract law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Law 5: Corporations Law LLB (5980)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will acquaint students with virtually all aspects of corporations law at a basic and technical level. Topics to be covered will include incorporation of the company and its constitution; rights, duties and liabilities of directors, other company officers and shareholders; company meeting; the company's dealings with outsiders and an introduction to the law relating to company takeovers, securities, insolvency and winding up.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Students will understand the essential features of Corporations Law and be aware of reform proposals and policy issues associated with Corporations Law. Key skills which will be developed are the abilities to analyse factual problems and apply the law to resolve the issues and to critically analyse existing law and reform proposals from a legal and policy perspective.

## Prerequisite

---

Law 1 Introduction to Law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law 6: Taxation Law LLB (5981)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Law 1 Introduction to Law or equivalent and Law 2 and Law 4 Corporation.

### Learning Outcomes

---

At the end of this course students will be able to explain, both orally and in writing, the specific operation of the tax laws covered and the basic principles underlining these laws; and to undertake analysis of the tax laws and apply the principles and concepts to factual situations to solve basic tax problems.

### Syllabus

---

This subject introduces students to the Australian taxation system and to the law and concepts that determine liability for taxation. The main area of study is the taxation equation - the concepts of income and deductible expenses. Students become familiar with relevant practical materials and the administration of the taxation system. The subject provides a conceptual base for students of Advanced Taxation Law.

### Class Contact

---

Three hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law G3: Constitutional Law LLB (5982)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours a week.

### Syllabus

---

This subject examines the impact of the Commonwealth Constitution on the way in which Australia operates. It examines the Commonwealth/State relationship; the constitutional significance of political institutions; the influence of the constitution on federal governance and the impact of the constitution on individuals.

### Learning Outcomes

---

Students will understand the legal foundations of Australian public institutions the impact of the Constitution on private and commercial life. They will appreciate that federation involves a constant sense of friction between the Commonwealth and the States. They will see the role of the High Court in the governance of Australia and how the Commonwealth works within the constitutional limitations to achieve its goals. Students will develop the following skills to identify the different strands in a constitutional law case and to see how the law interacts with political and social issues; to analyse complex legal arguments and reasoning; to find a constitutional law basis on which to support a piece of legislation; to compose and express complex legal arguments.

### Prerequisite

---

Concepts and Elements of Law or Law in Administration G.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Law G4: Contracts LLB (5983)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Four hours a week.

## Syllabus

---

This subject involves a detailed study of the law of contract. The course commences with a study of the nature of contract and the elements essential to its formation - intention to create legal relations, offer and acceptance, agreement on terms, consideration, parties and legality. The effect of factors such as duress and unconscionable conduct on formation, the identification of terms, and the remedies available for breach of contract are also studied.

## Learning Outcomes

---

On completion of this subject, students should have a sound understanding of the principles of common law and equity, as well as statutory provisions, affecting the formation and enforceability, of contracts; the remedies available for breach of contract; and the principal contemporary critiques of contract law and the potential for the future development. They should also be able to provide advice on the application of the relevant principles of law to given fact situations; and have developed skills in the presentation of advice to clients concerning the application of principles of contract law.

## Corequisite

---

Law 1 Introduction to Law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Law G5:Corporations Law LLB (5984)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

Students will understand the essential features of Corporations Law and be aware of reform proposals and policy issues associated with Corporations Law. Key skills which will be developed are the abilities to analyse factual problems and apply the law to resolve the issues and to critically analyse existing law and reform proposals from a legal and policy perspective.

### Syllabus

---

This subject will acquaint students with virtually all aspects of corporations law at a basic and technical level. Topics to be covered will include incorporation of the company and its constitution; rights, duties and liabilities of directors, other company officers and shareholders; company meeting; the company's dealings with outsiders and an introduction to the law relating to company takeovers, securities, insolvency and winding up.

### Prerequisite

---

Law 1 Introduction to Law.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Law G6: Taxation Law LLB (5985)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject introduces students to the Australian taxation system and to the law and concepts that determine liability for taxation. The main areas of study is the taxation equation - the concepts of income and deductible expenses. Students become familiar with relevant practical materials and the administration of the taxation system. The subject provides a conceptual base for students of Advanced Taxation Law.

## Prerequisite

---

Law 1 Introduction to Law or equivalent and Law 2; and Law 4 Corporation.

## Learning Outcomes

---

At the end of this course students will be able to explain, both orally and in writing, the specific operation of the tax laws covered and the basic principles underlining these laws; and to undertake analysis of the tax laws and apply the principles and concepts to factual situations to solve basic tax problems.

## Class Contact

---

Three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

The web site you are accessing has experienced an unexpected error.  
Please contact the website administrator.

The following information is meant for the website developer for debugging purposes.

Error Occurred While Processing Request

An error occurred while Parsing an XML document.

The reference to entity "T" must end with the ';' delimiter.

The error occurred in

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:  
line 573

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line 981

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line

1108

Called from

C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm: line 31

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:

line 26

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:

line 111

571 : </cfoutput>

572 : <cfoutput></unitdescription></cfoutput>

573 : <cfoutput></unit></cfoutput>

574 : </cfxml>

575 : </cfif>

Resources:

- Check the [ColdFusion documentation](#) to verify that you are using the correct syntax.
- Search the [Knowledge Base](#) to find a solution to your problem.

Browser ColdFusion

Remote Address 127.0.0.1

Referrer

Date/Time 13-Mar-19 12:38 PM

Stack Trace

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:573) at

cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:981) at

cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:1108) at

cfunitdetail2ecfm202917510.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:31) at

cfdetail2ecfm1026378749.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:26) at

cfindex2ecfm439786969.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:111)

coldfusion.xml.XmlProcessException: An error occurred while Parsing an XML document.

at coldfusion.xml.XmlProcessor.parse(XmlProcessor.java:291)

at coldfusion.tagext.lang.XmlTag.doEndTag(XmlTag.java:121)

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:573)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.filter.SilentFilter.invoke(SilentFilter.java:47)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3380)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3357)

at cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:981)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3380)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3357)

at cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:1108)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:597)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:823)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:629)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3302)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3277)

at cfunitdetail2ecfm202917510.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\unitdetail.cfm:31)

at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)

at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)

at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)

at coldfusion.runtime.CfJspPage.\_emptyTcfTag(CfJspPage.java:4082)

at cfdetail2ecfm1026378749.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\detail.cfm:26)

```
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.filter.CFVariablesScopeFilter.invoke(CFVariablesScopeFilter.java:56)
at coldfusion.tagext.lang.ModuleTag.doStartTag(ModuleTag.java:330)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfindex2ecfm439786969.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\index.cfm:111)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.filter.CfincludeFilter.invoke(CfincludeFilter.java:65)
at coldfusion.filter.ApplicationFilter.invoke(ApplicationFilter.java:597)
at coldfusion.filter.RequestMonitorFilter.invoke(RequestMonitorFilter.java:43)
at coldfusion.filter.MonitoringFilter.invoke(MonitoringFilter.java:40)
at coldfusion.filter.PathFilter.invoke(PathFilter.java:162)
at coldfusion.filter.IpFilter.invoke(IpFilter.java:45)
at coldfusion.filter.ExceptionFilter.invoke(ExceptionFilter.java:96)
at coldfusion.filter.ClientScopePersistenceFilter.invoke(ClientScopePersistenceFilter.java:28)
at coldfusion.filter.BrowserFilter.invoke(BrowserFilter.java:38)
at coldfusion.filter.NoCacheFilter.invoke(NoCacheFilter.java:60)
at coldfusion.filter.GlobalsFilter.invoke(GlobalsFilter.java:38)
at coldfusion.filter.DatasourceFilter.invoke(DatasourceFilter.java:22)
at coldfusion.filter.CachingFilter.invoke(CachingFilter.java:62)
at coldfusion.CfmServlet.service(CfmServlet.java:226)
at coldfusion.bootstrap.BootstrapServlet.service(BootstrapServlet.java:311)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:231)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at coldfusion.monitor.event.MonitoringServletFilter.doFilter(MonitoringServletFilter.java:46)
at coldfusion.bootstrap.BootstrapFilter.doFilter(BootstrapFilter.java:47)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.tomcat.websocket.server.WsFilter.doFilter(WsFilter.java:53)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.catalina.core.StandardWrapperValve.invoke(StandardWrapperValve.java:199)
at org.apache.catalina.core.StandardContextValve.invoke(StandardContextValve.java:96)
at org.apache.catalina.authenticator.AuthenticatorBase.invoke(AuthenticatorBase.java:491)
at org.apache.catalina.core.StandardHostValve.invoke(StandardHostValve.java:139)
at org.apache.catalina.valves.ErrorReportValve.invoke(ErrorReportValve.java:92)
at org.apache.catalina.core.StandardEngineValve.invoke(StandardEngineValve.java:87)
at org.apache.catalina.connector.CoyoteAdapter.service(CoyoteAdapter.java:357)
at org.apache.coyote.http11.Http11Processor.service(Http11Processor.java:408)
at org.apache.coyote.AbstractProcessorLight.process(AbstractProcessorLight.java:66)
at org.apache.coyote.AbstractProtocol$ConnectionHandler.process(AbstractProtocol.java:764)
at org.apache.tomcat.util.net.NioEndpoint$SocketProcessor.doRun(NioEndpoint.java:1388)
at org.apache.tomcat.util.net.SocketProcessorBase.run(SocketProcessorBase.java:49)
at java.base/java.util.concurrent.ThreadPoolExecutor.runWorker(ThreadPoolExecutor.java:1128)
at java.base/java.util.concurrent.ThreadPoolExecutor$Worker.run(ThreadPoolExecutor.java:628)
at org.apache.tomcat.util.threads.TaskThread$WrappingRunnable.run(TaskThread.java:61)
at java.base/java.lang.Thread.run(Thread.java:834)
```

## Unit: Environmental Planning & Assessment (5987)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

At least 40 credit points.

### Syllabus

---

This subject provides an overall framework for environmental management and examines systems of management and policy relevant to natural and cultural resources. It links an understanding of natural and social systems with planning, environmental assessment, conflict resolution, decision-making and management. The subject context is in sustainable management of water, land and soil resources, mineral development, biodiversity conservation and cultural heritage management.

### Class Contact

---

One two-hour lecture/seminar and one three-hour tutorial/workshop a week.

### Learning Outcomes

---

At the end of the subject it is expected that students will be able to; analyse decision-making processes and constraints in environmental management; understand government and sectoral frameworks and linkages relevant to managing resources; explain appropriate resource management objectives and planning processes; analyse policy setting processes and apply relevant environmental conflict resolution techniques; understand strengths and weaknesses of a range of analytical tools including environmental impact assessment; and apply sustainability principles to environmental management.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Remote Sensing of Environment (5988)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On the successful completion of this subject students will possess an understanding of the principles and applications of remote sensing, and demonstrate a high level of competency in the use of hardware and software systems for the analysis of remotely sensed imagery, and the integration of Geographic Information Systems with the results of image processing.

## Syllabus

---

This subject aims to provide students with a thorough working knowledge of the theory of remote sensing and the processing, analysis and interpretation of digital imagery using the latest Window based image processing software. Students will work with remotely-sensed imagery from a variety of sources including optical, hyper-spectral, radar and radiometric sensors.

## Prerequisite

---

Data Analysis in Science.

## Class Contact

---

One two hour lecture and one two hour computer lab session a week plus a 3-4 day field trip.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Creative Project (5989)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject allows students to complete a major prose, scriptwriting, media or multimedia project under "professional" conditions. Students are expected to show considerable independence and initiative in completing this work which will be overseen by supervising tutors. A series of workshops and consultations will aid students to bring their projects to a marketable standard.

## Prerequisite

---

Narrative and Interactive Practice or permission of Head of School.

## Learning Outcomes

---

On completion of this subject it is expected students will be able to work independently under supervision; develop a major project to a marketable standard under as close to professional conditions as possible; critically edit and revise their work; respond positively to constructive criticism from colleagues.

## Class Contact

---

One one-hour lecture and one two-hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Media Project PG (5991)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have: experience in the conceptualisation and execution of a major piece of creative work or module of materials for teaching media; demonstrated experience in project design and execution; a portfolio enhanced by a major piece of creative work or module of materials for teaching media.

## Syllabus

---

In this subject students conceptualise, produce and present a major project consisting of either creative work, or a fully developed module of materials for teaching media. Within the creative project students are encouraged to integrate writing with visual or sound media using existing or new media formats. The teaching project should allow students to develop skills in analysing or producing media. A demonstrated engagement with the particular requirements of interactive technologies is also encouraged.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Teaching Media PG (5992)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

Media Teaching PG is designed to equip teachers to teach courses in media education at school level. The unit is offered online and will be taught in combination with units in the Master of New Media. This unit will acquaint teachers with recent developments in teaching media, focussing on debates about the effects of television and new media, curriculum materials and approaches to the teaching of the two areas.

## Learning Outcomes

---

Upon completing the unit, graduates will be able to: understand recent theoretical approaches to analysis of the effects of media; understand the context and educational approaches to teaching of media; understand the teaching practices suitable to television and media; understand the framework within which to develop and teach material in media education choose and use software.

## Unit: Nursing Honours Thesis:FT (5993)

---

**Level:** G      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing Honours Thesis:PT (5994)

---

**Level:** G      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

In subject a scholarly piece of work will be carried out under the guidance of a supervisor. The work should be original and the student, in consultation with the appropriate supervisor, will choose the topic and the research methods according to the student's own professional interest.

## Prerequisite

---

Research Methodology PG, Research Design PG, Developing a Research Proposal.

## Learning Outcomes

---

On successful completion of the subject, students will be able to design and execute a research project or other scholarly projects relating to the field of nursing to a standard relevant to a level within the Honours grading classification.

## Class Contact

---

Contact between student and supervisor as required up to one hour a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Honours Research in Psychology (5995)

---

**Level:** 4      **Credit Points:** 16      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- Y (BRUCE, Face-to-Face)

## Syllabus

---

The syllabus is based on the requirements of the Australian Psychological Society. Students undertake a supervised research project in psychology comprising topic definition, literature review, design and analysis, and report writing to a limit of 15,000 words. The research is to be conducted within appropriate ethical guidelines. The topic will reflect the mutual interests of supervisor and student.

## Prerequisite

---

Course entry requirements.

## Learning Outcomes

---

On successful completion of the subject, students will be able to design and execute a research project in psychology to a standard acceptable to the profession; independently analyse and interpret data derived from survey or experimental designs in psychology; and communicate the results in a form appropriate to the profession.

## Class Contact

---

By arrangement with supervisor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Topics in Applied Psychology (5996)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- Y (BRUCE, Face-to-Face)

### Syllabus

---

The syllabus covers advanced study in selected topics in psychology. These topics include: research methods and data analysis; professional ethics in psychology; and applications in health, counselling or organisational psychology.

### Prerequisite

---

Course entry requirements or permission of the subject convener.

### Learning Outcomes

---

On successful completion of the subject, students will be able to develop and critically evaluate experimental and correlational research designs in psychology and analyse the data from psychology research design using SPSS; be able to apply the professional code of ethics in psychology; and have an advanced level of understanding of applications in health, counselling or organisational psychology.

### Class Contact

---

Four hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology Research Project PG (5997)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of the subject, students will be able to design and execute a research project in psychology to a standard acceptable to the profession; independently analyse and interpret data derived from survey or experimental designs in psychology; and communicate the results in a form appropriate to the profession.

## Prerequisite

---

Course entry requirements.

## Syllabus

---

The syllabus is based on the requirements of the Australian Psychological Society. Students undertake a supervised research project in psychology comprising topic definition, literature review, design and analysis, and report writing to a limit of 10,000 words. The research is to be conducted within appropriate ethical guidelines. The topic will reflect the mutual interests of supervisor and student.

## Class Contact

---

By arrangement with supervisor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Methods & Ethics Psychology PG (5998)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

The syllabus covers research methods, data analysis, and professional ethics in psychology. Students will learn how to develop and critically evaluate both experimental and correlational research designs in psychology, as well as how to analyse the data from some of these designs using SPSS. Students will also cover ethical issues in the practice of psychology.

### Class Contact

---

Four hours a week.

### Learning Outcomes

---

On successful completion of the subject, students will be able to develop and critically evaluate experimental and correlation research designs in psychology; analyse the data from psychology research designs using SPSS; and be able to apply the professional code of ethics in psychology.

### Prerequisite

---

Course entry requirements or permission of the subject convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Counselling Psychology PG (5999)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject introduces students to theory and practice in counselling psychology. It considers counselling applications in areas such as health, forensic, sport and education. Theoretical approaches include behavioural, humanistic, psychodynamic, and other newer therapies. Students will be taught introductory counselling skills through role plays and other practical exercises. Students will also have an understanding of professional and ethical practice in counselling psychology.

## Learning Outcomes

---

On successful completion of the subject students will be able to: demonstrate knowledge of the major theoretical approaches within counselling psychology; apply basic counselling skills; and have an understanding of key issues in the ethical practice of counselling.

## Prerequisite

---

Course entry requirements or permission of the subject convener.

## Class Contact

---

Four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Computers and Computing (5)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successfully completing the subject, students will be able to demonstrate an understanding of the basic concepts underlying the use of computers as tools for their working environment, including hardware and software; analyse, design and write well-formed computer programs to solve simple problems; demonstrate a basic understanding of file organisation and processing, and their relationships to databases; understand and use computers in both 'stand alone' and networked environments; and be able to discuss the changes in society resulting from the growth in use of computers in society, especially the impact upon their own particular discipline or specialisation.

## Syllabus

---

This subject introduces the basic concepts behind the workings of computer hardware, software and networks. It explores the current nature and state of these technologies and where they are likely to lead in the future. Students inter-actively explore and create their own computer systems. Topics covered include programming concepts and practice; basic hardware concepts and how computers work; and basic computer network concepts and terminology. Computer file structures and usage are introduced. The role of the computer in today's and tomorrow's professional workplace is addressed.

## Class Contact

---

Up to five hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Environmental Design Prof Doc Proj A:PT (6000)

---

**Level:** R      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2005, 2006)

## Learning Outcomes

---

To allow students individually to explore an initial research project for further development.

## Class Contact

---

Contact between student and supervisor.

## Prerequisite

---

Theoretical or Technical Study in Environmental Design, and Research Methods in Environmental Design.

## Syllabus

---

A supervised project which establishes the candidate's approach for the subject Environmental Design Doctoral Project BD and tests the feasibility of that approach.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Environmental Design Prof Doc Proj B:PT (6001)

---

**Level:** R      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Syllabus

---

A candidate will be required to prepare a portfolio and/or other document which records and makes a critical assessment of the work that has been undertaken in practice and which is to be extended in this degree. The work will entail systematic and critical research including a review of the relevant literature in order to locate the study in relation to others' work in the field, the development of a clear statement as to the aims and objectives of the study, systematic investigation of the topic and the development of a theoretical position.

### Learning Outcomes

---

To draw on a candidate's professional experience and expertise and extend them.

### Class Contact

---

Contact with student and supervisor.

### Prerequisite

---

Environmental Design Doctoral Project AM.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design Studio A PG (6014)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed these two studio subjects will be able to design and document to professional standards solutions for graphic design project; communicate design decisions in a professional manner, verbally and graphically; critically evaluate design work as part of the on-going design process; work as a member of a team and independently.

## Prerequisite

---

Entry into the Postgraduate Diploma of Design (Graphic Design).

## Syllabus

---

The program for these two subjects (Graphic Design Studio A and B) consists of project work to meet the needs of the individual students in consultation with the course convener (Graphic Design). Students will undertake a self directed project of their choice.

## Class Contact

---

Up to four a week of seminars/tutorials/workshops/studio.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Graphic Design Studio B PG (6015)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours a week of seminars/tutorials/workshops/studio.

### Learning Outcomes

---

Students having successfully completed these two studio subjects will be able to design and document to professional standards solutions for graphic design projects; communicate design decisions in a professional manner, verbally and graphically; critically evaluate design work as part of the on-going design process; work as a member of a team and independently.

### Syllabus

---

The program for these two subjects (Graphic Design Studio A and B) consists of project work to meet the needs of the individual students in consultation with the Course Convener (Graphic Design). Students will undertake a self directed project of their choice.

### Prerequisite

---

Entry into the Postgraduate Diploma of Design (Graphic Design).

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contemporary Issues in Design PG (6016)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will have: a background knowledge of the range of contemporary design issues; a critical understanding of some of the ways designers respond to these issues, an analysis of the role designers play in promoting and building upon these issues within and across design disciplines, and an appreciation of the scope for further contributions by design professionals to these areas.

## Syllabus

---

This subject comprises a survey of contemporary design issues and the circumstances currently surrounding the production and reception of design objects. The subject emphasises the interconnectedness of forms of contemporary culture, their relation to ideas and circumstances of contemporary society and the implications therein for designers. It partly draws on information and services of cultural institutions in Canberra. Students may be expected to visit exhibitions etc occurring during the year.

## Class Contact

---

Up to three hours a week.

## Prerequisite

---

Entry into the Postgraduate Diploma in Design.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Graphic Design Technology PG (6017)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will develop and explore the theory and practical application of graphic design production techniques and technologies created by modern reproduction and information transfer methods. Projects will be undertaken which emphasise the skills and technical knowledge base necessary for production in digital media.

## Prerequisite

---

Entry into the Postgraduate Diploma in Design.

## Class Contact

---

Up to five hours a week consisting of lectures/tutorials/studio.

## Learning Outcomes

---

Students having successfully completed this subject will: demonstrate advanced skills in industry standard computing packages for graphic design; have achieved competence in planning and production management of graphic design digital media projects; and be able to complete production projects to a standard appropriate to the profession of graphic design in the twenty-first century.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Knowledge Mgt Enabling Technologies PG (6018)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Professional Communication

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On successful completion of this subject, students should be able to: link the organisation's strategic and operational requirements to knowledge management technology; understand the structure of the knowledge management system architecture; comprehend the knowledge management technology framework and its components; and appreciate the functionality and application of enabling technologies that are required to support knowledge management.

## Syllabus

---

This subject examines the technology that supports knowledge management (KM) at the strategic and operational levels. It considers the KM system architecture, and the components of the knowledge management technology framework, their functions, and how these components interrelate. It focuses on the various systems that are intrinsic to each of the respective components, supporting knowledge flow, mapping, sources, exchange and the use of intelligence agents and network mining. The application of each of these enabling systems is examined, as are developments in enterprise resource planning, business intelligence, and business process management.

## Prerequisite

---

Knowledge Management Principles M or permission of the subject convener.

## Unit: Honours Thesis (6019)

---

**Level:** 4      **Credit Points:** 16      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject, students should:

- demonstrate skills and understanding of the research process;
- demonstrate the ability to understand and apply theoretical frameworks;
- demonstrate the ability to operationalise research methodologies in relation to specific questions;
- demonstrate the ability to carry out research and interpret research findings;
- demonstrate written presentation skills;
- demonstrate the ability to work on a sustained piece of work under professional supervision.

## Class Contact

---

By arrangement with Honours supervisor.

## Syllabus

---

In the Honours Thesis, students will undertake a supervised research thesis in an area of study where the university is able to provide supervision. The student will define a research question based on application of appropriate theoretical frameworks, undertake a review of previous research in the area, operationalise the research question using methods appropriate to the enquiry, carry out relevant research investigations, and analyse the material in a competent manner within a word limit of 15,000 - 20,000 words. The thesis topic will require approval by the honours supervisor and will be conducted within appropriate ethical guidelines.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Engineering Management 2A (6020)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Completion of at least 12 credit points in a course.

### Class Contact

---

Two lectures, one tutorial and up to two hours of studio work a week.

### Learning Outcomes

---

After successful completion of this subject students will be able to express themselves clearly in oral and written form, appreciate the broader context of engineering within society, and be able to express engineering ideas in pictorial form using freehand sketching and CAD techniques.

### Syllabus

---

This subject consists of three modules. Module 1: communication for engineers, considers oral and written communication skills, the planning, preparation and presentations. Module 2: engineering and society, considers the historical context of engineering, its social impact, professional responsibilities and ethics, sustainability and intellectual property. Module 3: engineering drawing, provides an introduction to the representation of engineering concepts in pictorial form including freehand sketching and the use of CAD software with a particular emphasis on electrotonic drawing.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Engineering Management 2B (6021)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject consists of two modules. Module 1: engineering economics, considers supply and demand, factors of production, break-even and shut-down criteria, time value of money and benefit-cost analyses. Module 2: engineering project management considers the nature of successful engineering projects, scheduling methods, risk analysis, and quality assurance.

## Class Contact

---

Up to three hours of lectures and tutorials a week.

## Prerequisite

---

Completion of at least 12 credit points in a course.

## Learning Outcomes

---

After successful completion of this subject students will be able to describe simple markets and the viability of a small-scale enterprise, carry out a basic benefit-cost analysis, describe the features of a successful project and schedule a simple project.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Engineering Management 3A (6022)

---

**Level:** 3      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to three hours a week of lecture, tutorials and workshop sessions.

## Prerequisite

---

Engineering Management 2A and 2B.

## Learning Outcomes

---

On successful completion of this subject students should have some understanding of: organisational structure; accounting reports in a small organisation; business finance sources; and legal, regulatory and ethical issues confronting managers.

## Syllabus

---

This subject is concerned with the planning and management of financial aspects of engineering organisations. The subject covers company structure and regulation, accounting for engineers, sources of finance, and business planning. Students undertake a group role-playing exercise that brings together the main elements of the subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Engineering Management 3B (6023)

---

**Level:** 3      **Credit Points:** 2      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is concerned with the management of engineering projects at a more advanced level than that covered in Engineering Management 2B. The subject covers human resource management; engineering project analysis, planning, scheduling, and risk management; quality standards; and sales and production systems, including enterprise-wide resource planning.

## Corequisite

---

Engineering Management 2B.

## Learning Outcomes

---

On successful completion of this subject students should have a basic understanding of, and limited familiarity with: project management, including scheduling, risk analysis, and quality standards; human resource management; and sales, production and materials management systems.

## Class Contact

---

Up to three hours a week of lecture, tutorials and workshop sessions.

## Prerequisite

---

Completion of at least 24 credit points in a course.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Signals and Systems (6024)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject introduces the concepts of signal processing including transformations between continuous and discrete signals and the time and frequency domain using Fourier series and Fourier transforms and the characterisation of linear systems via the Laplace transform. Statistical methods, random variables, probability theory and their applications will be covered. These topics are necessary for later work in Digital Signal Processing (DSP) and statistical communication theory covered in higher-level subjects in analogue and digital telecommunications. This subject will also introduce students to the use of Matlab to aid the numerical solution of problems in these areas.

## Learning Outcomes

---

After satisfactory completion of this subject students will be able to use Matlab for the solution of numerical problems in linear algebra, statistics, probability theory, sampling and quantisation. They will be able to describe the important probability distribution functions, understand and use basic statistical methods. They will be able to use sinusoids and exponentials as fundamental building blocks in the description of analogue circuits and continuous systems, and in the representation of signals in the frequency domain. They will be able to describe the continuous to discrete sampling process and implement strategies to avoid the problems of aliasing.

## Prerequisite

---

Engineering Science, Introduction to Telecommunications Engineering, Mathematics 2 or Computing Mathematics 2.

## Class Contact

---

Four hours of lectures and up to four hours of laboratory/tutorial work a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Land Warfare Studies (Reserve) (6026)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2005, 2007)

## Learning Outcomes

---

At the conclusion of this unit, students should be able to: participate as a staff member in planning a land operation within a joint, combined and coalition environment, and display an individual understanding of the principles of land operations.

## Prerequisite

---

This program is open to students of the Army Reserve Staff Course, Australian Command and Staff College, Weston.

## Syllabus

---

Review the fundamentals of land warfighting; evaluate battlespace operating systems and other operational concepts; examine manoeuvre theory, future warfighting and higher planning considerations; review and practise staff planning processes; plan conventional land operations; assess land operational planning knowledge, skills and attitudes.

## Class Contact

---

Variable.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Communications & Staff Skills (Reserve) (6027)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2005, 2007)

### Syllabus

---

Efficient and effective staff skills are critical to successful management of the Australian Defence Force and the conduct of sustained military operations in the national interest. Good communication is essential to effective leadership and improving the ability to communicate improves one's ability to lead and command. The aim of the Communication and Staff Skills unit is to build up the student's confidence and ability to become a better communicator. This involves developing student transmission skills (writing and speaking) and reception skills (reading and listening) to those expected of an effective staff officer and leader.

### Prerequisite

---

This program is open to students of the Army Reserve Staff Course. Australian Command and Staff College, Weston.

### Learning Outcomes

---

During the course the student will have opportunities to improve in the ability to: read and synthesise substantial amounts of detailed material; write a competent and professional report, and address a professional audience comfortably and effectively.

### Class Contact

---

Variable

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Military Preparation Studies (Reserve) (6028)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2005, 2007)

### Prerequisite

---

Army Reserve Officers are selected by the Army on merit to attend this course.

### Learning Outcomes

---

On successful completion of each course the Officer is then competitive for the next course within the Army continuum of Officer training.

### Syllabus

---

The majority of Army Reserve Officers' have two careers, namely military and civilian. More often than not as the Army Reserve Officers' civilian career advances his/her military career follow suit. The Officers' cover the full spectrum of professions and a number of Officers' also have their own businesses.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Defence Management (Reserve) (6029)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2005, 2007)

## Syllabus

---

The unit builds on the student's already considerable experience and knowledge of leadership and management. The structure of the unit is designed to encourage course members to extend their current knowledge and understanding in the fields of command, leadership and management through application of theory to case studies. This prepares them to take on future roles that may have organisation wide impact and develops: understanding of command, leadership and management concepts and theories together with the broader organisational, professional and social contexts of their application in the Australian Defence Organisation.

## Learning Outcomes

---

At the conclusion of the unit, students will have significantly enhanced their management skills, particularly in relation to planning, organising, leading and controlling in an organisational context. Specifically, students will apply knowledge of the wider environment to the evaluation and control of operational activities; undertake strategic planning in a systematic manner and critically reflect upon personal leadership capacities to enhance outcomes achieved by others.

## Prerequisite

---

This program is open to students of the Army Reserve Staff Course, Australian Command and Staff College, Weston.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Military History (Reserve) (6030)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2005, 2007)

### Learning Outcomes

---

At the conclusion of the subject students should: have an understanding of the development of military history; be able to explain the relationship between military history, theory and doctrine; understand the continuum of war, and explain the continuing development of the ethos of the professions of Arms.

### Prerequisite

---

This program is open to students of the Army Reserve Staff Course, Australian Command and Staff College, Weston.

### Class Contact

---

The subject is delivered over the equivalent 14 working days (approximately 85 contact hours). It is also offered by distance education.

### Syllabus

---

The subject deals with all matters relating to the preparation for, and the execution and result of, war. It is concerned with the intellectual, political, social, economic and geographical circumstances that brought the combatants into conflict; the strategic, operational, tactical, administrative and logistic options that each commander exercised and the various factors that influenced the outcome.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Defence Project (Reserve) (6031)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2005, 2007)

### Prerequisite

---

This subject is open to students of the Army Reserve Staff Course, Australian Command and Staff College, Weston.

### Learning Outcomes

---

At the conclusion of the Exercise, students will have significantly enhanced their management skills, particularly in relation to problem solving in a complex organisational context. Specifically, students will know how to design and conduct research projects in the field of management; will be able to ground theoretical elements of management in particular case study organisations; will know how to interpret, write-up and present results of research in management, including recommendations for future organisational action.

### Class Contact

---

Variable.

### Syllabus

---

Defence Management Project (Reserve), also known as Exercise Ducker, forms an important unit in senior Army Reserve management education. Under the guidance of a University of Canberra academic supervisor, a student will complete a comprehensive action learning project in accordance with the same guidelines and assessment regime 005163 Management Project G (4cp). Consequently, the exercise serves as a 'capstone' activity integrating previous learning by the student in the Army Reserve Staff Course. Topics are approved by Head of the School of Management and Policy, with students being encouraged to undertake a project based on their work experience or based on an organisation to which they can gain significant access.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Nurs Prac: Comprehensive Health Assess't (6032)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Equivalent to 52 hours consisting of self-directed learning activities, lectures and tutorials.

### Learning Outcomes

---

At end of the subject it is expected that students will be able to: demonstrate the ability to obtain and appropriate nursing/medical history of patients; demonstrate the ability to undertake a comprehensive physical assessment of patients; demonstrate the ability to perform a comprehensive psycho-social assessment of patients; demonstrate the ability to plan, implement and evaluate nursing care of patients utilising data obtained from comprehensive health assessment.

### Prerequisite

---

### Syllabus

---

This subject will enhance students' ability to perform clinical observation accurately, make accurate judgements about the patient's condition and make accurate decisions concerning patient care. The physical assessment techniques of inspection, auscultation, percussion and palpation will be taught and students will have the opportunity to practise these techniques. Strategies will be explored to assist students in obtaining a thorough medical history and a psycho-social assessment.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Nurs Prac: Mental Health (6033)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of the subject, it is expected that students will be able to: discuss theories of psychiatric nursing within the context of the Australian and offshore partner's health care systems; analyse the nurse's role; demonstrate an understanding of various theoretical perspectives on behaviour; analyse physiological, emotional and cognitive aspects of human responses to health and illness; describe features and treatments of major categories of mental disorders; demonstrate knowledge of psycho-social assessment and nursing care of those people experiencing acute or chronic mental disorders.

## Syllabus

---

The subject introduces students to theoretical bases for providing psychiatric nursing care for individuals and families. The subject focuses on mental health, illness and illness prevention considering individual interpersonal, physical and societal factors. Contemporary psychiatric nursing requires strategies that enable clients and their families to effect adaptive change when experiencing crises, disturbed patterns of coping, disruptive lifestyles or disintegrative life patterns. Assessment of clients' needs and the nurse's use of self to create a therapeutic milieu in various settings are explored.

## Class Contact

---

Equivalent to 52 hours consisting of self-directed learning activities, lectures and tutorials.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nurs Prac: Advanced Nursing 1 (6034)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of the subject, it is expected that students will be able to: examine how individuals and families cope with acute and chronic illness; and identify nursing interventions to address the physical and psycho-social needs/concerns of individuals who are experiencing complex alterations in health.

## Class Contact

---

Equivalent to 52 hours consisting of self-directed learning activities, lectures and tutorials plus 128 hours in an acute care setting.

## Syllabus

---

The focus of the subject is the application of theory to the nursing care of individuals and families experiencing acute and chronic complex health alterations in a variety of tertiary health settings. Using a lifespan approach, the care of individuals from childhood to old age is examined. Specific disease processes relating to the cardiovascular, respiratory and renal systems are discussed in the context of contemporary social and economical concerns. The subject facilitates critical thinking and advanced decision-making in the nurse practising at the bedside of the patient with complex health problems. Emergency and intensive nursing care are an integral component of this subject.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nurs Prac: Advanced Nursing 2 (6035)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject builds on the subject Advanced Nursing 1. The focus of the subject is the application of theory to the nursing care of individuals and families experiencing acute and chronic complex health alterations in a variety of tertiary health settings. Using a lifespan approach, the care of individuals from childhood to old age is examined. Specific disease processes relating to the nervous, gastrointestinal and endocrine systems are discussed in the context of contemporary social and economical concerns. The subject facilitates critical thinking and advanced decision-making in the nurse practising at the bedside of the patient with complex health problems. Emergency and intensive nursing care are an integral component of this subject.

## Class Contact

---

Equivalent to 52 hours consisting of self-directed learning activities, lectures and tutorials, plus 128 hours in an acute care setting.

## Learning Outcomes

---

On completion of the subject, it is expected that students will be able to: examine how individuals and families cope with acute and chronic illness; and identify nursing interventions to address the physical and psycho-social needs/concerns of individuals who are experiencing complex alterations in health.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nurs Prac: Advanced Clinical 1 (6036)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject enables the student to apply knowledge and skills to the nursing care of individuals and their families with complex alterations in health. It facilitates the translation of theoretical nursing concepts gained in the classroom to the clinical care setting in order to meet the needs of individuals experiencing complex health problems.

## Learning Outcomes

---

At the end of the subject it is expected that students will be able to: assess, plan, implement and evaluate nursing care for selected patients by: utilising a problem-solving approach; establishing priorities of care; demonstrating competence in the care of individuals with complex health problems; collaborating with the health care team in planning and coordinating care for individuals with complex health problems.

## Corequisite

---

Nursing Practice: Research Methods and Design.

## Prerequisite

---

Successful completion of all subjects within the undergraduate nursing degree conversion course except for corequisite.

## Class Contact

---

Equivalent to 224 hours in an acute care setting.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nurs Prac: Research Methods & Design (6037)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The focus of this subject is to explore the relationship between professional practice and research.

## Class Contact

---

Equivalent to 52 hours consisting of self-directed learning activities, lectures and tutorials.

## Learning Outcomes

---

At the end of the subject it is expected that students will be able to: apply research principles to the interpretation of research reports; critically analyse published research findings in terms of their relevance for clinical practice; and examine the value of research in nursing to the development of the profession and to the provision of quality patient care.

## Corequisite

---

Nursing Practice: Advanced Clinical 1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture History & Theory 3.2 (6039)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject deals with the work and ideas of major architects of the twentieth century, such as Adolf Loos, Mies van der Rohe, Frank Lloyd Wright, Le Corbusier, Alvar Aalto, Louis Kahn and Aldo Giurgola, for example. Reference will be made to various ways in which these architects have been interpreted, as well as an analysis of their theoretical positions, with reference to historical and critical writings on architecture, such as by Gideon, Pevsner, Tafuri, Kostoff, and Frampton and others. Students will attend lectures, and will participate in seminars. The major assignments for the subject include a seminar presentation and an essay.

### Prerequisite

---

Design History.

### Learning Outcomes

---

Students having successfully completed this subject will have a broad understanding of key themes in twentieth century architecture that informs their current design practice.

### Class Contact

---

Up to three hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Design 5.1 (6040)

---

**Level:** 5      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject builds upon the experience of large projects undertaken in previous design studios, including those dealing with urban design issues related to the design of buildings. Students undertake the critical appraisal of a brief, undertake site investigations, and formulate a design to a design development/proto working drawing stage.

## Class Contact

---

Up to five hours a week consisting of lectures, seminars, studio, workshops, or field trips.

## Prerequisite

---

Architecture Design 4.1 and Architecture Design 4.2, Architecture Technology 4.1.

## Learning Outcomes

---

Students having successfully completed this subject will have demonstrated their ability in the completion of the developed design of a large complicated building or group of buildings.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture History & Theory 4.2 (6042)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students having successfully completed this subject will have developed an understanding of some aspects of the history of modern architecture, and will have learnt some tools for architectural analysis.

## Prerequisite

---

Bachelor of Applied Science in Architecture or equivalent.

## Syllabus

---

This subject focuses upon the forms of thought that were essential for the emergence of architectural modernism. Emphasis is placed on late 19th century writings of architects and theoreticians. The subject looks at the relation between construction, technique and architectural form, with particular reference to the writings of Gottfried Semper. The themes, identified in lectures, seminars and readings, continue to inform the interpretation of contemporary architecture. Students will attend introductory lectures, will participate in seminars, and will undertake the preparation of case studies on themes established by the subject convener.

## Class Contact

---

Up to three hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Architecture Implementation (6043)

---

**Level:** 5      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an introduction to the professional's role in project delivery, including a review of planning, building and construction legislation, contract administration, site procedures, quality control, specifications and codes. Topics include: the lodgement of development and building applications, the essentials of contracts/their various types and the management of projects covering cost planning, programming and co-ordination. Concepts of the team including the client, architect, consultants and contractors and their respective roles and risks, work practices, industrial relations, and work safety practices are also covered. The role of specifications and codes are components of this subject.

## Class Contact

---

Up to three hours a week consisting of lectures, tutorials, seminars, or workshops.

## Learning Outcomes

---

Students who successfully complete this subject will have a practical appreciation of the roles, duties and responsibilities of the members of a team in on-site project delivery.

## Prerequisite

---

Architecture Technology 4.1 and Architecture Design 4.1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





The web site you are accessing has experienced an unexpected error.  
Please contact the website administrator.

The following information is meant for the website developer for debugging purposes.

Error Occurred While Processing Request

An error occurred while Parsing an XML document.

The reference to entity "T" must end with the ';' delimiter.

The error occurred in

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:  
line 573

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line 981

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line

1108

Called from

C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm: line 31

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:

line 26

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:

line 111

571 : </cfoutput>

572 : <cfoutput></unitdescription></cfoutput>

573 : <cfoutput></unit></cfoutput>

574 : </cfxml>

575 : </cfif>

Resources:

- Check the [ColdFusion documentation](#) to verify that you are using the correct syntax.
- Search the [Knowledge Base](#) to find a solution to your problem.

Browser ColdFusion

Remote Address 127.0.0.1

Referrer

Date/Time 13-Mar-19 12:41 PM

Stack Trace

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:573) at

cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:981) at

cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:1108) at

cfunitdetail2ecfm202917510.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:31) at

cfdetail2ecfm1026378749.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:26) at

cfindex2ecfm439786969.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:111)

coldfusion.xml.XmlProcessException: An error occurred while Parsing an XML document.

at coldfusion.xml.XmlProcessor.parse(XmlProcessor.java:291)

at coldfusion.tagext.lang.XmlTag.doEndTag(XmlTag.java:121)

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:573)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.filter.SilentFilter.invoke(SilentFilter.java:47)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3380)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3357)

at cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:981)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3380)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3357)

at cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:1108)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:597)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:823)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:629)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3302)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3277)

at cfunitdetail2ecfm202917510.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\unitdetail.cfm:31)

at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)

at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)

at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)

at coldfusion.runtime.CfJspPage.\_emptyTcfTag(CfJspPage.java:4082)

at cfdetail2ecfm1026378749.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\detail.cfm:26)

```
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.filter.CFVariablesScopeFilter.invoke(CFVariablesScopeFilter.java:56)
at coldfusion.tagext.lang.ModuleTag.doStartTag(ModuleTag.java:330)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfindex2ecfm439786969.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\index.cfm:111)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.filter.CfincludeFilter.invoke(CfincludeFilter.java:65)
at coldfusion.filter.ApplicationFilter.invoke(ApplicationFilter.java:597)
at coldfusion.filter.RequestMonitorFilter.invoke(RequestMonitorFilter.java:43)
at coldfusion.filter.MonitoringFilter.invoke(MonitoringFilter.java:40)
at coldfusion.filter.PathFilter.invoke(PathFilter.java:162)
at coldfusion.filter.IpFilter.invoke(IpFilter.java:45)
at coldfusion.filter.ExceptionFilter.invoke(ExceptionFilter.java:96)
at coldfusion.filter.ClientScopePersistenceFilter.invoke(ClientScopePersistenceFilter.java:28)
at coldfusion.filter.BrowserFilter.invoke(BrowserFilter.java:38)
at coldfusion.filter.NoCacheFilter.invoke(NoCacheFilter.java:60)
at coldfusion.filter.GlobalsFilter.invoke(GlobalsFilter.java:38)
at coldfusion.filter.DatasourceFilter.invoke(DatasourceFilter.java:22)
at coldfusion.filter.CachingFilter.invoke(CachingFilter.java:62)
at coldfusion.CfmServlet.service(CfmServlet.java:226)
at coldfusion.bootstrap.BootstrapServlet.service(BootstrapServlet.java:311)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:231)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at coldfusion.monitor.event.MonitoringServletFilter.doFilter(MonitoringServletFilter.java:46)
at coldfusion.bootstrap.BootstrapFilter.doFilter(BootstrapFilter.java:47)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.tomcat.websocket.server.WsFilter.doFilter(WsFilter.java:53)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.catalina.core.StandardWrapperValve.invoke(StandardWrapperValve.java:199)
at org.apache.catalina.core.StandardContextValve.invoke(StandardContextValve.java:96)
at org.apache.catalina.authenticator.AuthenticatorBase.invoke(AuthenticatorBase.java:491)
at org.apache.catalina.core.StandardHostValve.invoke(StandardHostValve.java:139)
at org.apache.catalina.valves.ErrorReportValve.invoke(ErrorReportValve.java:92)
at org.apache.catalina.core.StandardEngineValve.invoke(StandardEngineValve.java:87)
at org.apache.catalina.connector.CoyoteAdapter.service(CoyoteAdapter.java:357)
at org.apache.coyote.http11.Http11Processor.service(Http11Processor.java:408)
at org.apache.coyote.AbstractProcessorLight.process(AbstractProcessorLight.java:66)
at org.apache.coyote.AbstractProtocol$ConnectionHandler.process(AbstractProtocol.java:764)
at org.apache.tomcat.util.net.NioEndpoint$SocketProcessor.doRun(NioEndpoint.java:1388)
at org.apache.tomcat.util.net.SocketProcessorBase.run(SocketProcessorBase.java:49)
at java.base/java.util.concurrent.ThreadPoolExecutor.runWorker(ThreadPoolExecutor.java:1128)
at java.base/java.util.concurrent.ThreadPoolExecutor$Worker.run(ThreadPoolExecutor.java:628)
at org.apache.tomcat.util.threads.TaskThread$WrappingRunnable.run(TaskThread.java:61)
at java.base/java.lang.Thread.run(Thread.java:834)
```

The web site you are accessing has experienced an unexpected error.  
Please contact the website administrator.

The following information is meant for the website developer for debugging purposes.

Error Occurred While Processing Request

An error occurred while Parsing an XML document.

The reference to entity "T" must end with the ';' delimiter.

The error occurred in

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:  
line 573

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line 981

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line

1108

Called from

C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm: line 31

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:

line 26

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:

line 111

571 : </cfoutput>

572 : <cfoutput></unitdescription></cfoutput>

573 : <cfoutput></unit></cfoutput>

574 : </cfxml>

575 : </cfif>

Resources:

- Check the [ColdFusion documentation](#) to verify that you are using the correct syntax.
- Search the [Knowledge Base](#) to find a solution to your problem.

Browser ColdFusion

Remote Address 127.0.0.1

Referrer

Date/Time 13-Mar-19 12:41 PM

Stack Trace

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:573) at

cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:981) at

cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:1108) at

cfunitdetail2ecfm202917510.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:31) at

cfdetail2ecfm1026378749.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:26) at

cfindex2ecfm439786969.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:111)

coldfusion.xml.XmlProcessException: An error occurred while Parsing an XML document.

at coldfusion.xml.XmlProcessor.parse(XmlProcessor.java:291)

at coldfusion.tagext.lang.XmlTag.doEndTag(XmlTag.java:121)

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:573)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.filter.SilentFilter.invoke(SilentFilter.java:47)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3380)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3357)

at cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:981)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3380)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3357)

at cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:1108)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)

at coldfusion.runtime.UDFMethod\$ReturnTypeFilter.invoke(UDFMethod.java:484)

at coldfusion.runtime.UDFMethod\$ArgumentCollectionFilter.invoke(UDFMethod.java:447)

at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)

at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)

at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:597)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:823)

at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:629)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3302)

at coldfusion.runtime.CfJspPage.\_invoke(CfJspPage.java:3277)

at cfunitdetail2ecfm202917510.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\unitdetail.cfm:31)

at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)

at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)

at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)

at coldfusion.runtime.CfJspPage.\_emptyTcfTag(CfJspPage.java:4082)

at cfdetail2ecfm1026378749.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\detail.cfm:26)

```
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.filter.CFVariablesScopeFilter.invoke(CFVariablesScopeFilter.java:56)
at coldfusion.tagext.lang.ModuleTag.doStartTag(ModuleTag.java:330)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfindex2ecfm439786969.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\index.cfm:111)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.filter.CfincludeFilter.invoke(CfincludeFilter.java:65)
at coldfusion.filter.ApplicationFilter.invoke(ApplicationFilter.java:597)
at coldfusion.filter.RequestMonitorFilter.invoke(RequestMonitorFilter.java:43)
at coldfusion.filter.MonitoringFilter.invoke(MonitoringFilter.java:40)
at coldfusion.filter.PathFilter.invoke(PathFilter.java:162)
at coldfusion.filter.IpFilter.invoke(IpFilter.java:45)
at coldfusion.filter.ExceptionFilter.invoke(ExceptionFilter.java:96)
at coldfusion.filter.ClientScopePersistenceFilter.invoke(ClientScopePersistenceFilter.java:28)
at coldfusion.filter.BrowserFilter.invoke(BrowserFilter.java:38)
at coldfusion.filter.NoCacheFilter.invoke(NoCacheFilter.java:60)
at coldfusion.filter.GlobalsFilter.invoke(GlobalsFilter.java:38)
at coldfusion.filter.DatasourceFilter.invoke(DatasourceFilter.java:22)
at coldfusion.filter.CachingFilter.invoke(CachingFilter.java:62)
at coldfusion.CfmServlet.service(CfmServlet.java:226)
at coldfusion.bootstrap.BootstrapServlet.service(BootstrapServlet.java:311)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:231)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at coldfusion.monitor.event.MonitoringServletFilter.doFilter(MonitoringServletFilter.java:46)
at coldfusion.bootstrap.BootstrapFilter.doFilter(BootstrapFilter.java:47)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.tomcat.websocket.server.WsFilter.doFilter(WsFilter.java:53)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.catalina.core.StandardWrapperValve.invoke(StandardWrapperValve.java:199)
at org.apache.catalina.core.StandardContextValve.invoke(StandardContextValve.java:96)
at org.apache.catalina.authenticator.AuthenticatorBase.invoke(AuthenticatorBase.java:491)
at org.apache.catalina.core.StandardHostValve.invoke(StandardHostValve.java:139)
at org.apache.catalina.valves.ErrorReportValve.invoke(ErrorReportValve.java:92)
at org.apache.catalina.core.StandardEngineValve.invoke(StandardEngineValve.java:87)
at org.apache.catalina.connector.CoyoteAdapter.service(CoyoteAdapter.java:357)
at org.apache.coyote.http11.Http11Processor.service(Http11Processor.java:408)
at org.apache.coyote.AbstractProcessorLight.process(AbstractProcessorLight.java:66)
at org.apache.coyote.AbstractProtocol$ConnectionHandler.process(AbstractProtocol.java:764)
at org.apache.tomcat.util.net.NioEndpoint$SocketProcessor.doRun(NioEndpoint.java:1388)
at org.apache.tomcat.util.net.SocketProcessorBase.run(SocketProcessorBase.java:49)
at java.base/java.util.concurrent.ThreadPoolExecutor.runWorker(ThreadPoolExecutor.java:1128)
at java.base/java.util.concurrent.ThreadPoolExecutor$Worker.run(ThreadPoolExecutor.java:628)
at org.apache.tomcat.util.threads.TaskThread$WrappingRunnable.run(TaskThread.java:61)
at java.base/java.lang.Thread.run(Thread.java:834)
```

The web site you are accessing has experienced an unexpected error.  
Please contact the website administrator.

The following information is meant for the website developer for debugging purposes.

Error Occurred While Processing Request

An error occurred while Parsing an XML document.

The reference to entity "T" must end with the ';' delimiter.

The error occurred in

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:  
line 573

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line 981

Called from

C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc: line  
1108

Called from

C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm: line 31

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:  
line 26

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:  
line 111

```
571 :           </cfoutput>
572 :           <cfoutput></unitdescription></cfoutput>
573 :           <cfoutput></unit></cfoutput>
574 :         </cfxml>
575 :       </cfif>
```

Resources:

- Check the [ColdFusion documentation](#) to verify that you are using the correct syntax.
- Search the [Knowledge Base](#) to find a solution to your problem.

Browser ColdFusion

Remote Address 127.0.0.1

Referrer

Date/Time 13-Mar-19 12:45 PM

Stack Trace

at cfsobjects2ecfc885146594\$funcSUBJECTTOXML.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:573) at  
cfsobjects2ecfc885146594\$funcEXPORTSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:981) at  
cfsobjects2ecfc885146594\$funcFORMATSUBJECT.runFunction(C:/ColdFusion2018/cfusion/wwwroot/cfmodules/subjects.cfc:1108) at  
cfunitdetail2ecfm202917510.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:31) at  
cfdetail2ecfm1026378749.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:26) at  
cfindex2ecfm439786969.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:111)

coldfusion.xml.XmlProcessException: An error occurred while Parsing an XML document.

```
at coldfusion.xml.XmlProcessor.parse(XmlProcessor.java:291)
at coldfusion.tagext.lang.XmlTag.doEndTag(XmlTag.java:121)
at cfsobjects2ecfc885146594$funcSUBJECTTOXML.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:573)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)
at coldfusion.filter.SilentFilter.invoke(SilentFilter.java:47)
at coldfusion.runtime.UDFMethod$ReturnTypeFilter.invoke(UDFMethod.java:484)
at coldfusion.runtime.UDFMethod$ArgumentCollectionFilter.invoke(UDFMethod.java:447)
at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3380)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3357)
at cfsobjects2ecfc885146594$funcEXPORTSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:981)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)
at coldfusion.runtime.UDFMethod$ReturnTypeFilter.invoke(UDFMethod.java:484)
at coldfusion.runtime.UDFMethod$ArgumentCollectionFilter.invoke(UDFMethod.java:447)
at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:287)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:818)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:601)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:426)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3380)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3357)
at cfsobjects2ecfc885146594$funcFORMATSUBJECT.runFunction(C:\ColdFusion2018\cfusion\wwwroot\cfmodules\subjects.cfc:1108)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:553)
at coldfusion.runtime.UDFMethod$ReturnTypeFilter.invoke(UDFMethod.java:484)
at coldfusion.runtime.UDFMethod$ArgumentCollectionFilter.invoke(UDFMethod.java:447)
at coldfusion.filter.FunctionAccessFilter.invoke(FunctionAccessFilter.java:95)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:398)
at coldfusion.runtime.UDFMethod.runFilterChain(UDFMethod.java:371)
at coldfusion.runtime.UDFMethod.invoke(UDFMethod.java:597)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:823)
at coldfusion.runtime.TemplateProxy.invoke(TemplateProxy.java:629)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3302)
at coldfusion.runtime.CfJspPage._invoke(CfJspPage.java:3277)
at cfunitdetail2ecfm202917510.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\unitdetail.cfm:31)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfdetail2ecfm1026378749.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\detail.cfm:26)
```

```
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.filter.CFVariablesScopeFilter.invoke(CFVariablesScopeFilter.java:56)
at coldfusion.tagext.lang.ModuleTag.doStartTag(ModuleTag.java:330)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfindex2ecfm439786969.runPage(C:\ColdFusion2018\cfusion\wwwroot\courses\index.cfm:111)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.filter.CfincludeFilter.invoke(CfincludeFilter.java:65)
at coldfusion.filter.ApplicationFilter.invoke(ApplicationFilter.java:597)
at coldfusion.filter.RequestMonitorFilter.invoke(RequestMonitorFilter.java:43)
at coldfusion.filter.MonitoringFilter.invoke(MonitoringFilter.java:40)
at coldfusion.filter.PathFilter.invoke(PathFilter.java:162)
at coldfusion.filter.IpFilter.invoke(IpFilter.java:45)
at coldfusion.filter.ExceptionFilter.invoke(ExceptionFilter.java:96)
at coldfusion.filter.ClientScopePersistenceFilter.invoke(ClientScopePersistenceFilter.java:28)
at coldfusion.filter.BrowserFilter.invoke(BrowserFilter.java:38)
at coldfusion.filter.NoCacheFilter.invoke(NoCacheFilter.java:60)
at coldfusion.filter.GlobalsFilter.invoke(GlobalsFilter.java:38)
at coldfusion.filter.DatasourceFilter.invoke(DatasourceFilter.java:22)
at coldfusion.filter.CachingFilter.invoke(CachingFilter.java:62)
at coldfusion.CfmServlet.service(CfmServlet.java:226)
at coldfusion.bootstrap.BootstrapServlet.service(BootstrapServlet.java:311)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:231)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at coldfusion.monitor.event.MonitoringServletFilter.doFilter(MonitoringServletFilter.java:46)
at coldfusion.bootstrap.BootstrapFilter.doFilter(BootstrapFilter.java:47)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.tomcat.websocket.server.WsFilter.doFilter(WsFilter.java:53)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.catalina.core.StandardWrapperValve.invoke(StandardWrapperValve.java:199)
at org.apache.catalina.core.StandardContextValve.invoke(StandardContextValve.java:96)
at org.apache.catalina.authenticator.AuthenticatorBase.invoke(AuthenticatorBase.java:491)
at org.apache.catalina.core.StandardHostValve.invoke(StandardHostValve.java:139)
at org.apache.catalina.valves.ErrorReportValve.invoke(ErrorReportValve.java:92)
at org.apache.catalina.core.StandardEngineValve.invoke(StandardEngineValve.java:87)
at org.apache.catalina.connector.CoyoteAdapter.service(CoyoteAdapter.java:357)
at org.apache.coyote.http11.Http11Processor.service(Http11Processor.java:408)
at org.apache.coyote.AbstractProcessorLight.process(AbstractProcessorLight.java:66)
at org.apache.coyote.AbstractProtocol$ConnectionHandler.process(AbstractProtocol.java:764)
at org.apache.tomcat.util.net.NioEndpoint$SocketProcessor.doRun(NioEndpoint.java:1388)
at org.apache.tomcat.util.net.SocketProcessorBase.run(SocketProcessorBase.java:49)
at java.base/java.util.concurrent.ThreadPoolExecutor.runWorker(ThreadPoolExecutor.java:1128)
at java.base/java.util.concurrent.ThreadPoolExecutor$Worker.run(ThreadPoolExecutor.java:628)
at org.apache.tomcat.util.threads.TaskThread$WrappingRunnable.run(TaskThread.java:61)
at java.base/java.lang.Thread.run(Thread.java:834)
```

## Unit: Facilities Management Research PG (6047)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2007)

### Prerequisite

---

Completion of the Graduate Diploma in Facilities Management.

### Syllabus

---

This subject guides students into advanced level research practices in facilities management. Sources of various types of facilities management are considered. The strengths and weaknesses of the sources are considered and strategies implemented to test those strengths and weaknesses. Students in conjunction with their supervisor select a specific area of facilities management in which to undertake their research.

### Learning Outcomes

---

Students having successfully completed this subject will be able to: apply their enhanced research skills; undertake an investigation into specific areas of facilities management and prepare a minor thesis on their work.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Psychopathology Across Lifespan (6049)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Approved fourth year in psychology.

### Class Contact

---

Three hours.

### Learning Outcomes

---

On completion of the subject students will have developed: a working knowledge of descriptive psychopathology, a basic understanding of nosology, current aetiological theories of major psychiatric syndromes, and practical skills for assessing adult psychopathology. Students should be able to demonstrate: a critical appraisal of major classificatory systems, through understanding concerning the predominant models of the aetiology and course of major psychiatric disorders in DSM-IV, skills in conducting a clinical assessment of psychopathology within a range of health and related settings, and demonstrated proficiency in case report work and other case documentation.

### Syllabus

---

This subject will provide a comprehensive overview of psychopathology across the life span and will include nosology, current aetiological theories of major psychiatric syndromes, and practical assessment skills of adult psychopathology. The subject will include training in the understanding and application of a major classificatory systems and a critical appraisal of predominant models of aetiology and course of major psychiatric disorders in DSM- IV.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums



- **H** - Offered in *honours* course curriculums

## Unit: Theories & Clinical Practice in Psych (6054)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours.

### Prerequisite

---

Approved fourth year in psychology.

### Syllabus

---

This subject will introduce students to the major approaches and theories of clinical psychology. This subject is designed to teach a range of advanced skills in psychological therapies such as cognitive-behavioural, schema-focused therapy, person-centre, rational emotive, gestalt, narrative psychodynamic therapies. Students will be required to examine these theories critically and explore the process issues relevant to psychological interventions with a view to developing their own integrated theoretical standpoint. Components of the subject include the practice of specific counselling micro skills; as well as training in the advanced clinical skills relating to a range of psychological therapies. Teaching techniques will involve a combination of lectures, demonstrations, readings, case discussions, role-plays, videos, and problem-based learning scenarios.

### Learning Outcomes

---

On completion of the subject students will: have a critical understanding of a broad range of both traditional and contemporary psychological theories; be able to apply the therapeutic techniques of a relevant theory within clinical consultations and therapy sessions; be able to identify useful ways of dealing with particular client populations and client issues; and evaluate efficacy of specific therapy approaches and techniques within a scientist- practitioner mode. Student will be required to conduct a series of assessment and intervention sessions related to specific therapy orientations and to complete a treatment manual concerning the application of a specific therapy approach for a particular psychological or mental health disorder in order to demonstrate an integrated framework and understanding of the theories underlying various therapy approaches.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Practicum Placement 2 (Externship) (6055)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Syllabus

---

As part of the subject, students will undertake three placements in different clinical environments, which will total a minimum of 1000 (125 days) over the course of the degree (minimum of 400 hours of practical training face-to-face with clients/patients and the total clinical supervision being at least 200 hours). The clinical placements will occur in a range of clinical health and related psychology settings and provide students with the experience of dealing with a wide array of client problems (acute and chronic), across varying age ranges (child, adult) and settings (inpatient/outpatient, community). Specifically, the practicum placements will focus on students developing a comprehensive knowledge and understanding of the application of a range of clinical skills (assessment, treatment, formulation, treatment, and professional).

### Learning Outcomes

---

At the completion of the clinical practicum, students will have applied their theoretical knowledge of clinical psychology skills within a professional psychology setting. They will have been certified as competent to carry out the duties of a clinical psychologist by their supervisor and by the lecturer in charge of the placements, will be eligible to seek associate membership of the Clinical College of the Australian Psychological Society, will be eligible to seek unconditional registration as a psychologist with the Psychologists' Registration Board of the ACT. Assessment of clinical placements will involve both a critique of core competencies by both the student and the placement supervisor. In addition, each student on placement will be required to complete a clinical case log and folio which will include along with case reports, a single case study of a therapy intervention/treatment conducted with a client while on placement.

### Prerequisite

---

Candidates must obtain provisional registration from the Psychologists' Registration Board of the ACT before commencing any practicum work and have successfully completed the core course work subject - Theories and clinical practice in psychology; Psychological assessment; Clinical psychopathology across the lifespan; Scientist- Practitioner - outcome evaluation and ethical practice.

### Class Contact

---

Three hours per week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Psychology Dissertation:FT (6057)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Successful completed the core coursework subjects - Theories and clinical practice in psychology; Psychological assessment; Clinical psychopathology across the lifespan; Scientist-Practitioner - outcome evaluation and ethical practice.

### Learning Outcomes

---

On successful completion of the project, students will be able to: design and execute a research project relating to a psychological issue applied psychology (clinical and/or sport and exercise psychology) to the satisfaction of the course convener, and orally present the research design to an assessment panel of Psychology staff at a level acceptable to the panel.

### Syllabus

---

This subject aims to develop skills in research design, implementation and reporting for students completing postgraduate coursework degrees. Students will undertake an individual research project under supervision in some area of psychology relevant to their coursework specialisation (clinical and/or sport and exercise psychology). Director of the Clinical Psychology Program must approve all topics, which can be either field or laboratory based. Students are required to conduct a research project in an area of relevance to their coursework specialisation (clinical, organisational, forensic or sport and exercise) and to present this work in the form of a dissertation (extended literature review and a journal article).

### Class Contact

---

Three hours.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Legal Research Project PG (6062)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours a week (or equivalent via flexible delivery).

### Prerequisite

---

Admission to one of the following UC courses: Master of International Customs Law or Master of International Customs Law and Administration.

### Learning Outcomes

---

Students in this subject will be able to demonstrate competence in research and the capacity to present a well-written piece of work which analyses or critically reviews the approved topic in depth.

### Syllabus

---

Under the guidance of a supervisor the student will be required to undertake research and prepare a dissertation/project on an approved topic. This eight credit point subject will require completion of a dissertation/project of approximately 12000 words.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Game Programming Techniques PG (6068)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students who complete this unit will have the skills to write simple graphical interactive computer programs. This includes screen savers, multimedia programming and games like Tetris and Naughts and Crosses.

## Class Contact

---

Up to four hours a week.

## Syllabus

---

This is a computer-programming unit, which teaches the programming techniques needed to produce interactive graphical applications like computer games. The topics covered include, game design, storyboarding, animation techniques, game construction tools, input devices, sound, real time graphics in 2D. During the course students produce a simple interactive graphical project (eg a screen save or game) in C++ as a major work.

## Prerequisite

---

Information Technology Project or ability to program in C/C++.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience S1 (6069)

---

**Level:** 1      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

This is a year-long subject that requires the first year Preservice Teachers to investigate the role of teachers and the concepts of teaching through immersion in a school setting. They will be expected to observe teachers and students in day-to-day school activity and to participate in an assistant role. Personal philosophies of teaching and education will be challenged.

## Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: become acquainted with the life and the culture of a school from the perspective of a teacher; developed an appreciation of the functions and organisation of schools; developed an awareness of the roles and responsibilities of personnel working within the school; and begun to develop their own personal philosophies of what teaching/learning is about.

## Class Contact

---

One hour a week plus 10 days in school settings. Professional experience may be scheduled during class free time.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience S2 (6070)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, teaching episodes to a small group and to the whole class; directed their teaching experiences, where possible, toward the discipline/s that is the focus of their study; extended small group management skills to whole class situations; experimented with an array of verbal and non-verbal communication techniques as both a teaching strategy and as a tool for classroom management; and critically reflected on personal performance.

## Prerequisite

---

10 days professional experience as part of first level subject.

## Class Contact

---

One hour a week plus 10 days in school settings. Professional experience may be scheduled during class free time.

## Syllabus

---

This is a year-long subject that is designed to develop a growing awareness of the teacher role. Specific areas will include enhancement of self as an effective communicator and designer of a supportive classroom environment through immersion in the school environment. Opportunities will be provided to experiment with the planning, implementation and evaluation of single teaching episodes. Integral to this development will be the on-going critical reflection on personal growth as a teacher and challenges to personal philosophies of teaching.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience S3 (6071)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

### Class Contact

---

One hour a week plus 30 days in school settings. Professional experience may be scheduled during class free time.

### Syllabus

---

In this year-long subject it is an expectation that the Preservice Teacher will increase his/her exposure to, and time spent in the teacher role. While collaboration with the Mentoring Teacher is continued, the Preservice Teacher should be encouraged to gradually take on more of the decision-making role. The focus of the professional experience is to further grow as a responsible teacher in the classroom, school and wider community context. Planning will be enhanced to include curriculum/unit design based upon theoretical and practical bases. Preservice Teachers will investigate the broader aspects of professional commitment.

### Prerequisite

---

30 days professional experience as part of first and second level subjects.

### Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, a minimum of four lines for a period of three weeks; demonstrated an understanding of the pedagogy specific to the discipline area; designed and implemented teaching programs geared toward motivating and engaging each individual student; liaised with teaching and support staff in order to foster appropriate learning opportunities for individual students within the context of the whole class; utilised their developing repertoire of assessment techniques to provide feedback on individual student performance; demonstrated appropriate professional conduct and attitudes to all aspects of the teacher role; and recorded critical self-reflections of personal performance and adapted teaching practice in light of this reflection, and consultation with Mentoring Teachers, peers and professional reading.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience P1 (6072)

---

**Level:** 1      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

Upon successful completion of this subject Preservice Teachers will have: become acquainted with the life and the culture of a primary school from the perspective of a teacher; developed an appreciation of the functions and organisation of schools; developed an awareness of the roles and responsibilities of personnel working within the school; and begun to develop their own personal philosophies of what teaching/learning is about.

## Class Contact

---

One hour a week plus 10 days in school settings. Professional experience may be scheduled during class free time.

## Syllabus

---

This is a year-long subject that requires the first year Preservice Teachers to investigate the role of teachers and the concepts of teaching through immersion in a school setting. They will be expected to observe teachers and children in day-to-day school activity and to play an interactive role in the classroom. Personal philosophies of teaching and education will be challenged.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience P2 (6073)

---

**Level:** 2      **Credit Points:** 2      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

### Class Contact

---

One hour a week plus 20 days in school settings. Professional experience may be scheduled during class free time.

### Learning Outcomes

---

On completion of the subject, Preservice Teachers will have: taught, with planning assistance from the Mentoring Teacher, teaching episodes to small groups and to the whole class; directed their teaching experiences toward those KLAs that have been studied; explored in practice a range of classroom management strategies in the context of a supportive classroom environment; experimented with an array of verbal and non-verbal communication techniques as both a teaching strategy and as a tool for classroom management; commenced using techniques to assess and record student outcomes; displayed a variety of teaching strategies, including resource utilisation, that is appropriate for student learning; and critically reflected on personal performance.

### Syllabus

---

This is a year-long subject that is designed to develop a growing awareness of the teacher role. Specific areas will include enhancement of self as an effective communicator and designer of a supportive classroom environment through immersion in the school environment. Opportunities will be provided to experiment with the planning, implementation and evaluation of single teaching episodes. Integral to this development will be the on-going critical reflection on personal growth as a teacher and challenges to personal philosophies of teaching.

### Prerequisite

---

10 days professional experience as part of first level subject.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Experience ECP3 (6074)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject Preservice Teachers will have: demonstrated a developing proficiency for teaching in specific curriculum areas that have been studied at this level, in preparation for the teaching internship in their final year; investigated the role of curriculum theory on the generic planning for teaching and the various curriculum forms encountered in practice; taken responsibility for continuous teaching over an extended period; fostered appropriate learning opportunities for individual students within the context of the whole class; demonstrated an understanding of the ethical and professional characteristics of an educator in the wider professional community; utilised their developing repertoire of assessment techniques to provide feedback on individual student performance; and continued to be critically reflective in the development of personal philosophies of teaching.

## Prerequisite

---

30 days professional experience as part of first and second level subjects.

## Syllabus

---

In this year-long subject it is an expectation that the Preservice Teacher will increase his/her exposure to, and time spent in the teacher role. While collaboration with the Mentoring Teacher is continued, the Preservice Teacher should be encouraged to gradually take on more of the decision-making role. The focus of the professional experience is to further grow as a responsible teacher in the classroom, pre/school and wider community context. Planning will be enhanced to include curriculum/unit design based upon theoretical and practical bases. Preservice Teachers will investigate the broader aspects of professional commitment.

## Class Contact

---

One hour a week plus 30 days in school settings. Professional experience may be scheduled during class free time.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Technology Communication (6077)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRISBANE, Legacy)
- S1 (BRISBANE, Face-to-Face)

### Syllabus

---

This subject focuses on the processes of communication with an emphasis on an oral, non verbal, and written communication skills. Topics will include interpersonal communication, listening skills and the nature of critical enquiry with an information technology focus.

### Learning Outcomes

---

By the end of this subject students should be able to: participate in the oral and written communications necessary for successful dealings in the Information Technology workplace; demonstrate knowledge and understanding of workplace communications and to improve their confidence in both written and interpersonal communications; possess the necessary skills to complete oral and written tasks that are applicable to industry based standards; apply these skills in an effective way and to understand the necessity for excellent communication skills in a fast, competitive and rapidly developing industry.

### Class Contact

---

Five hours a week consisting of one lecture of two hours duration and two tutorials totalling three hours a week. The course is taught over twelve teaching weeks.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Building Conservation (6078)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject covers traditional building materials and techniques in the context of European/Australian architectural history, and applies the theory and practice of heritage conservation to built forms.

## Learning Outcomes

---

In successfully completing the subject, students will be able to: identify traditional building styles, forms, materials and techniques; recognise the major forms of deterioration in traditional buildings and understand their processes; document the condition of a traditional building in order to brief other professionals; and understand the application of the Burra Charter to the conservation and management of built heritage.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Built Heritage Conservation G (6079)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

In successfully completing the subject, students will be able: research and identify traditional building styles, forms, materials and techniques; recognise the major forms of deterioration in traditional buildings and understand their processes; reliably document the condition of a traditional building in order to brief other professionals; and apply the Burra Charter to the conservation and management of built heritage.

## Syllabus

---

The subject presents the identification and conservation management of traditional buildings in Australia, within the context of European/Australian architectural history and best Australian professional practice, based on the Burra Charter.

© 2004-2019 University of Canberra

## Unit: NP Clinical Practice (6080)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

In this field based subject students will work with their previously established clinical support team to extend the boundaries of nursing practice in the process identify their own clinical learning requirements. It assumes an advanced practice level in the specialty area. The student will work with an academic facilitator to develop a learning contract to structure their approach to action learning across three broad modules. These modules include model specific topics on: (a) identification of structural and functional changes in patients/groups/systems; (b) aspects of assessment/diagnostics/problem analysis; (c) therapeutic interventions, strategic action.

## Learning Outcomes

---

On successful completion students will have systematically identified a scope of practice for the nurse practitioner in their field and will have extended their knowledge and skills necessary to use the clinical rights and privileges of this extended practice.

## Class Contact

---

No formal class contact.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: NP Clinical Sciences (6081)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is generic to all nurse practitioner models and specialty areas and focuses on advanced concepts of clinical decision making. Content deals with the essential components of clinical decision making in extended practice such as ordering and interpreting laboratory tests and imaging, and their place in deciding between treatment options. Generic learning related to principles of health assessment with a specific focus on pattern recognition and diagnostics. Content deals with the study of drugs and the actions of drugs in therapeutic use. This content is generic and supports the students' studies in NP Clinical Practice.

## Class Contact

---

A series of three intensive two day teaching and learning workshops spaced throughout the semester supported by guided independent research and study.

## Learning Outcomes

---

On successful completion of the subject students will have acquired a sound scientific basis for extended nursing practice. This science knowledge will build upon and extend the knowledge base of specialist and advanced nursing practice to enable the nurse practitioner to practice with competence and confidence in both collaborative and autonomous situations.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: NP Nursing Studies (6082)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students will be able to negotiate and promote the nurse practitioner role, will have produced a professional portfolio and the clinical protocols and medication formulary necessary to define their scope of practice and obtain registration with the ACT Nurses Board.

## Syllabus

---

This area of study will examine the nurse practitioner level of health service in terms of the profession and the health care industry. Model definition will be explored, scope of practice determined and clinical protocols developed. Content will include the study of epidemiology, the production of evidence and use of evidence to assert practice decisions.

## Class Contact

---

Learning will be structured around a learning contract with small groups of students working with an academic supervisor and monitored by their (previously selected) clinical support team.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Practicum (6083)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, 2005, 2006)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This is a field based subject related to clinical practice and clinical inquiry. Students will undertake supervised clinical practice at nurse practitioner level. Students will, in consultation with their academic and clinical supervisors, determine their own clinical learning objective and negotiate clinical learning experiences to meet these objectives. In the course of this practicum students will maintain a clinical practice report detailing the caseload for the semester, and supervisors' comments on nurse practitioner management of each element of the total caseload. This subject will provide opportunity for students to deepen and formalise their extended practice skills.

## Class Contact

---

No formal class contact. Students will work with both an academic supervisor and a clinical supervisor.

## Learning Outcomes

---

On successful completion of this subject the student will have gained skills in research and evidence based practice and will have deepened their skill base in extended nursing practice.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Information Project PG (6084)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2003, 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

Students are required to complete either preparation of a manuscript suitable for publication in a refereed professional journal, appropriate to their area of specialisation (nominal length 5000 words) or an equivalent project in non-print format (eg creation of content for and its presentation on a home page on the World Wide Web, construction of an electronic database etc). This project builds upon subject expertise gained through a first degree in the context of the Master of Library and Information Management. It is expected that some outstanding projects will be submitted for and achieve subsequent publication.

## Prerequisite

---

Completion of Research Methods in Information Studies M or an equivalent research methods subject at the University of Canberra or elsewhere.

## Learning Outcomes

---

Through this subject students will demonstrate their ability to plan, execute and write up a limited research project integrating subject knowledge gained through a first degree within a library and information context.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Placement PG (6085)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages, International Studies & Tourism

**Availability in 2004:** Not offered (Also available in: 2006, 2007)

## Syllabus

---

This unit provides an opportunity for individual personal professional development based on the premise that learning is developmental, requires opportunities for practice, critical analysis and reflective thinking, and ideally with involve the use of a mentor for guidance and inspiration. Opportunities will be made available in organisations in Australia and, by arrangement, overseas in which students can complete a discrete professional level project or part of a larger project related to their course specialisation. Students will set their own learning goals with advice from academic staff and workplace supervisors. An informal seminar presentation and a formal report on the experience is required.

## Class Contact

---

One day a week or equivalent placement in an approved communication or information organisation, together with an average of one hours per fortnight seminar.

## Learning Outcomes

---

Students should develop and enhance skills and levels of competence which are highly marketable; consolidate knowledge of workplace practices and professional culture; and develop the ability to evaluate and critically examine the interaction between theory and practice.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 101: Foundations of Nursing A (6086)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week lecture and seminar and up to six hours a week practical.

### Syllabus

---

This subject presents the theoretical foundations of nursing, with a focus on the primary level of health care. Content emphasises (a) health and its essential elements including adequate nutrition, (b) nursing knowledge and skills necessary to assist individuals toward optimum health, and (c) the philosophy of caring.

### Learning Outcomes

---

On completion of the subject, students will: analyse health and illness using selected theoretical perspectives; demonstrate safe practice in assisting individuals with selected activities of daily living; understand the responsibilities associated with the partnership between the individual and the nurse; and demonstrate effective communication with individuals and groups.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 102: The Practising Nurse (6087)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week lecture and seminar.

### Learning Outcomes

---

On completion of the subject, students will: discuss the competing discourse within feminist theory and the implications for the development of nursing as a profession; analyse contemporary nursing practice and values utilising selected theories of professionalisation; and discuss various healthcare models and their usefulness in selected nursing practice setting.

### Syllabus

---

The subject content explores the history of nursing and the contexts of those times for women as well as nurses. The foundations on which the profession of nursing is laid are explored and analysed.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psych Approaches to Health Care Practice (6088)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012)

### Learning Outcomes

---

On completion of the subject, the student will: describe the potential contribution of psychology to an understanding of health and illness; identify areas of practice which could be enhanced with greater input from psychology; and apply selected key concepts to a specific area of health practice.

### Syllabus

---

This unit will explore various aspects of psychological theory and research that underpin the practice of health care workers. The primary emphasis will be on the nurse- client relationship contextualised in the health care system. It will focus on a range of accessible subject areas including: hospitalisation, adherence with treatment and advice, chronic and terminal care, preventive health behaviour, mental health, children and families and caring for elderly clients. In addition, the subject will also examine the need for self-awareness and managing stress and burnout in health care professionals.

### Class Contact

---

Up to three hours a week lecture and seminar.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Bioscience in Health Care (6089)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This introductory subject provides students with the opportunity to develop in-depth understanding of key concepts used in human science.

## Class Contact

---

Up to three hours a week lecture and seminar.

## Learning Outcomes

---

On completion of the subject, students will: analyse cellular and tissue organisation in the human body using basic concepts from biology, physics and chemistry; analyse the cellular development in the human foetus; and apply concepts such as metabolism, reproduction and inheritance to selected clinical scenarios relevant to health care.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing 103: Foundations of Nursing B (6090)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of the subject, students will: describe primary, secondary and tertiary levels of care in the nursing context; relate selected principles and concepts from biological, behavioural, social, and nursing sciences to nursing work; demonstrate the ability to retrieve data from a variety of sources; and identify issues in health, including mental health, for individuals through the application of assessment skills.

## Syllabus

---

This subject continues the focus on theoretical foundations in nursing. Concepts, necessary for advanced nursing study, are introduced. Students will learn the practical skills required for assessment of the health of the individual.

## Class Contact

---

Up to three hours a week lecture and seminar; six hours a week practical.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 104: Concepts in Evidence-Based (6091)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week lecture and seminar.

### Learning Outcomes

---

On completion of the subject, students will: discuss the nature of theorising and critical thinking; apply argument theory to nursing and professional work; and analyse their personal learning using a reflective cycle approach.

### Syllabus

---

This subject focuses on the inquiry approach to learning and discovery of knowledge. Principles of inductive and deductive logic are explored in the context of nursing work.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 201:Common Alterations in Health (6092)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Nursing 101 - Foundations of Nursing A and Nursing 103 - Foundations of Nursing B.

### Class Contact

---

Up to three hours a week lecture and seminar; up to sixteen hours a week practical.

### Learning Outcomes

---

On completion of the subject, students will: integrate content from other subjects to discuss common alterations in health for indigenous and non-indigenous Australians, including aetiology, risk factors, clinical presentation and current management options; discuss the nurse's role in caring for an individual experiencing a common alteration in health status, including mental health; demonstrate accountability in the act of medication administration; and analyse clinical practice using a reflective learning approach.

### Syllabus

---

This subject focuses on the secondary level of health care and introduces students to the theoretical and practical aspects of providing nursing care for people experiencing common alterations in health status. Diseases that are most prevalent in Australia (AIHW data) are explored. Medical and other disciplinary interventions are discussed in the context of a nursing framework.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing 202: Research & Practice (6093)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week lecture and seminar.

### Learning Outcomes

---

On completion of the subject, the students will: apply research principles to the interpretation of research reports; critically analyse published research findings in terms of their relevance for clinical practice; and examine the value of nursing research to the quality of health care.

### Syllabus

---

The subject content explores the relationship between research and professional nursing practice.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 203:Common Alterations in Health (6094)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject focuses on the secondary level of health care and builds upon the theoretical and practical aspects of providing nursing care for people experiencing common alterations in health status. Diseases that are most prevalent in ACT region hospitals are explored. Issues in women's and men's health are discussed in the context of acute health care. Medical and other disciplinary interventions are discussed in the context of a nursing framework.

### Class Contact

---

Up to three hours a week lecture and seminar: up to sixteen hours a week practical.

### Learning Outcomes

---

On completion of the subject, students will: discuss the cause, clinical presentation medical treatment and nursing care for the most common diseases in ACT region hospitals; assess, plan and implement nursing care for one to two individuals in a hospital context; analyse clinical practice using a reflective learning approach; and evaluate selected nursing service delivery frameworks using an outcomes approach.

### Prerequisite

---

Nursing 101 - Foundations of Nursing A and Nursing 103 - Foundations of Nursing B; Nursing 201 - Common Alterations in Health A or permission of the subject convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing 204 - Ethics in Health and Nursing (6095)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

The content in this subject provides students with an opportunity to examine selected nursing scenarios using a range of ethical theories emerging in, and unique to, contemporary health care and today's 'global village'.

### Learning Outcomes

---

On completion of the subject, students will: work collaboratively to explore ethical dimensions of professional nursing practice; articulate a reasoned ethical position on selected clinical issues; and discuss the implications of culture in ethical decision-making.

### Class Contact

---

Up to three hours a week lecture and seminar.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing 301: Chronic Illness/ Rehab (6096)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week lecture and seminar; up to sixteen hours a week practical. Note: The clinical practice experience is combined with that of the subject, Nursing 302 - Mental Health.

### Syllabus

---

In this subject, students explore the tertiary level of care. Nursing care, including the management of psychological responses, for individuals and services for groups with chronic illness or undergoing rehabilitation is explored.

### Prerequisite

---

Nursing 201 - Common Alterations in Health A and Nursing 203 - Common Alterations in Health B.

### Learning Outcomes

---

On completion of the subject, students will: apply models of chronic illness and rehabilitation to nursing care across settings; analyse the partnership between the individual and the nurse in chronic illness/rehabilitation contexts; discuss the issues that may arise for the individual/family who chooses non-medical interventions in chronic and rehabilitation care across a range of settings; and plan, implement and evaluate nursing care for individuals and groups at the tertiary level of care.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nursing 302: Mental Health (6097)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

The subject content is focused on selected theories and practice frameworks for the delivery of psychiatric nursing care for individuals and families. Assessment of individual needs and the nurse's use of self to create a therapeutic milieu in various health delivery settings are explored.

## Learning Outcomes

---

On completion of the subject, students will: analyse nursing practice using selected psychiatric theories; and assess and plan the care of the individual and family experiencing psychiatric illness.

## Prerequisite

---

Psychological Approaches to Health care Practice; Nursing 201 - Common Alterations in Health A, and Nursing 203 - Common Alterations in Health B.

## Class Contact

---

Up to three hours a week lecture and seminar; up to sixteen hours a week practical. Note: The clinical practice experience is combined with that of the subject, Nursing 301 - Chronic Illness/Rehabilitation.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 303: Professional Issues (6098)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week lecture and seminar.

### Learning Outcomes

---

On completion of the subject, students will: discuss the legal implications for selected nursing practices; discuss the implications of selected globalisation and governance theories for contemporary nursing practice; and analyse nursing practice using Australian legislative and professional standards established to govern nursing work.

### Syllabus

---

The professional responsibilities of the registered nurse are explored. This includes in-depth analysis of selected of legal, state, and professional legislation and standards.

### Prerequisite

---

Nursing 102 - The Practising Nurse.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 304: Acute Illness & System Fail (6099)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week lecture and seminar; up to sixteen hours a week practical.

### Prerequisite

---

Nursing 201 - Common Alterations in Health A and Nursing 203 - Common Alterations in Health B.

### Syllabus

---

The focus of the content is on the effect of complex illness on individuals and families. The nursing care, including priority setting, for individuals with common co-morbidities is explored. Factors that lead to system failure are analysed in various practice settings.

### Learning Outcomes

---

On completion of the subject, students will: analyse the effects of complex illness and selected co-morbidities on children and young families, adults, and the aged; prioritise nursing problems and interventions in the care of the individual with critical illness or co-morbidities; and plan, implement and evaluate nursing care for up to two individuals experiencing acute illness.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 305: Management & Leadership (6100)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject provides an opportunity to examine the issues involved in managing a range of nursing workers in a workplace typified by change, complexity and ambiguity. Content includes theories of human resource management, corporate culture, leadership, motivation, planning, and organisational design. The subject will have an applied focus using a variety of workplaces such as hospitals, nursing homes, government departments and private practice.

### Learning Outcomes

---

On completion of the subject, students will: discuss the issues arising in the management of other workers; demonstrate the advanced communication skills required for team work; and analyse management or leadership practice.

### Prerequisite

---

Nursing 201 - Common Alterations in Health A and Nursing 203 - Common Alterations in Health B.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nursing 401: Analysis of Nursing Prac (6101)

---

**Level:** 4      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to one hour a week seminar; up to twenty four hours a week practical.

### Corequisite

---

Nursing 402 - Researching Practice.

### Learning Outcomes

---

On completion of the subject, students will: develop a professional portfolio; and demonstrate the ANC Competencies for the Registered Nurse.

### Prerequisite

---

All subjects in the course, except Nursing 402 - Researching Practice.

### Syllabus

---

This clinically focused subject provides students with the opportunity to analyse personal nursing and professional practice using the skills of reflection. The subject facilitates the integration of all prior learning from biological, social, psychological and nursing science subject.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Nursing 402: Researching Nursing Prac (6102)

---

**Level:** 4      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

In this subject, students experience the research process in nursing practice. Focus will be on problem identification, literature review, methodology choices, and the development of a research plan.

### Prerequisite

---

Nursing 401 - Analysis of Nursing Practice; or permission of the subject convener.

### Learning Outcomes

---

On completion of the subject students will: identify and describe a research problem from their clinical practice; defend a methodology to research the problem; and develop a research plan.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Food & Consumer Science G (6103)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject investigates the physical and chemical properties of food and the nutrients in food and the major commercial food processing techniques involved in the preservation of food. The role of Australian and international organisations that regulate and monitor the safety and quality of the Australian food supply is a key focus. The laboratory component provides students with skills to measure quality control of foods, particularly microbial contamination. Other areas include an examination of the processes involved in developing and using food composition data and Apparent Consumption data and the interpretation of national data about quality and safety of the Australian and International food supply. The subject also includes broader issues that relate to consumer views and beliefs relating to the food shopping behaviour, food supply, food choice, food hygiene and food quality.

## Class Contact

---

Two one-hour lectures and one three-hour practical a week.

## Learning Outcomes

---

At the end of this subject, it is expected that students will be able to: describe processes involved in the compilation and interpretation of food composition data; describe the physical and chemical properties of foods and nutrients before and after cooking or processing; describe the chemical, physical and biological factors associated with deterioration of food; define the role of the key national and international organisations and policies developed by those organisations that regulate the food supply (eg food standards, HACCP, Codex Alimentarius); identify and describe the major types of technological processes used that preserve food; describe the influence of consumer, food manufacturers and political factors on the food supply; and define and critically evaluate topical food issues and controversies from a scientific perspective rather than a subjective perspective.

## Prerequisite

---

Graduate entry and permission of the course convener.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 201G: Individual Differences (6104)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Syllabus

---

This subject introduces students to various influential theories and related research findings on personality and intelligence. Applications of both theory and research to psychological assessment and behaviour change will be discussed. Students will have an opportunity for practical experience with a number of personality and intelligence tests, leading to an appreciation of the processes and issues in the assessment of individual differences.

### Learning Outcomes

---

On successful completion of the subject, students are expected to be able to identify the contentions surrounding the nature and measurement of intelligence; critically evaluate and compare the major theoretical perspectives on personality; and explain the principles, applications, and pitfalls of the assessment of personality and intelligence.

### Class Contact

---

One two-hour lecture and one two-hour practical a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 202G: Experimental Psychology (6105)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject examines the most common experimental designs used in psychological research and the appropriate statistical techniques for their analysis. In the practicals, students will participate in experiments and learn how to use spreadsheets and statistical software to analyse data.

### Class Contact

---

One two-hour lecture and one two-hour practical a week.

### Learning Outcomes

---

Students should be able to identify the main research designs and statistical analyses used in psychology; assess the extent to which the reported statistics in journal articles support the hypothesis; analyse psychological data using Excel and SPSS; write laboratory reports in APA format.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 203G: Developmental Psych (6106)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Four hours a week.

### Syllabus

---

The subject aims to provide an introduction to the field of developmental psychology through a life-span development perspective from infancy to old age. It covers the major theories, methodologies, research and applications related to human cognitive, social, emotional and physical development.

### Learning Outcomes

---

On successful completion of the subject students will have knowledge of the sequence of human development and the processes underlying it; be aware of the major developmental theories and their strengths and shortcomings; have a lifespan perspective as an integrative approach to development; be aware of the impact of context and culture on human development; understand the interdependency of all aspects of development (cognitive, physical, social and emotional); and have an appreciation of the interrelatedness of theory, research and application and be able to critically evaluate each.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 205G: Learning & Perception (6107)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

At the end of this subject it is expected that students will be able to identify the basic principles of learning and perception; explain how they underlie the everyday observed behaviour of animals and humans.

### Class Contact

---

One two-hour lecture and one two-hour practical a week.

### Syllabus

---

Half the subject is devoted to theories of learning in animals and humans with detailed consideration of the phenomena associated with classical conditioning, operant conditioning and learning by observation. The other half of the subject examines human perceptual processing by concentrating in turn on the visual and auditory systems and on the senses of touch, taste and smell (more emphasis will be given to perceptual interpretation than to physiological processes). In the practicals, students participate in demonstrations and experiments to examine the processes involved in learning and the limitations of human perception.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 301G: Methods & Design (6108)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Learning Outcomes

---

On successful completion of the subject participants will be able to conceptualise a causal model of a research question; operationally define a construct; choose an appropriate sampling strategy; administer a survey; enter and prepare survey data for statistical analysis; choose and undertake an appropriate multivariate analysis; interpret and report on a multivariate analysis.

### Prerequisite

---

Psychology 202G : Experimental Psychology G or permission of the subject convener.

### Syllabus

---

This subject covers topics in design and application of survey and field research in psychology. Subject sections include the conceptual design of survey research, undertaking survey research and analysing and reporting survey research in psychology. Multivariate data analysis techniques covered include multiple regression analysis, discriminant analysis, and factor analysis.

### Class Contact

---

Up to five hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Psychology 302G: Psychopathology (6109)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

The course aims to develop students' familiarity with specialised topics within the field of abnormal psychology. Features include experience (case studies), typical symptoms, classification, epidemiology, aetiology, research methods, and treatment of mental disorders.

### Class Contact

---

Up to five hours a week.

### Learning Outcomes

---

Students who successfully complete the course will be able to extract from a case study the aetiology of abnormal behaviour; communicate the features of abnormal behaviour using scientific methods of analysis.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 304G: Cognitive Psychology (6110)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of the subject, students will be able to carry out a replication of or extension to an established experiment in cognitive psychology; communicate both orally and verbally to an acceptable standard the outcome of research in cognitive psychology.

## Syllabus

---

The subject deals with advanced topics in cognitive and cognitive science in the areas of attention, memory, concept learning, language, metacognition, connectionism, and applied cognitive psychology. Laboratory work is a compulsory part of this subject.

## Class Contact

---

Up to five hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychology 305G: Social Psychology (6111)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to five hours a week.

### Syllabus

---

This subject aims to provide a broad introduction to the field of social psychology. It will cover key theoretical developments in the field, research methodologies and applications to current social issues. Topics to be covered include history of social psychology. Methodologies, attitudes and behaviour, social cognition, group processes, social influence, prejudice and stereotyping, and applied social psychology.

### Learning Outcomes

---

On completion of this subject students should be able to demonstrate a familiarity with the key theoretical concepts in social psychology; apply social-psychological theories to understanding a range of human social behaviour; design studies which test social-psychological principles and use the research methodologies of social psychology.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Dietetics (6112)

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- Y (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject, it is expected that students will be able to: describe the physiological, nutritional and metabolic processes influencing nutritional health and well-being within variety of environmental, social and lifecycle circumstances; demonstrate the skills and knowledge required to successfully plan undertake and communicate diet-related health care to individuals and groups; assess the need for, and approaches to using, education and other health promotion strategies to address health problems in a community; demonstrate competence in the development and delivery of nutrition education programs to groups/communities as well as in assessing program effectiveness; conduct a clinical, dietary and social assessment of an individual or group and from this prepare a dietary intervention/treatment plan; provide acute and ongoing counselling and monitoring to manage and achieve appropriate health outcomes.

## Syllabus

---

The subject is an advanced nutrition subject incorporating the knowledge and professional practice experience to provide the skills necessary for competent nutritional care of groups and individuals. Dietetics professionals are engaged in the prevention and treatment of a wide range of nutrients, food and diet related health problems. The subject is targeted at preparing the student to be a health care professional through the development and practice of clinical, health education, public health and research skills. Students will have lectures relating to clinical dietetics and community practice and be involved in work experience and training in environments such as hospitals, community health centres, and food service facilities.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Language Teaching Methodology 1 (6113)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to four hours a week, consisting of a lecture and workshop.

### Learning Outcomes

---

By the end of the subject, students will have understood the broader context, key concepts and terminology of the profession; gained awareness of what is involved in learning and teaching generally and the learning and teaching of the four macroskills in particular; become familiar with a range of strategies to teach those skills effectively; have critically observed and practised teaching and evaluated themselves as teachers.

### Syllabus

---

This subject is an introduction to the principles and practice of language teaching. It begins by defining the profession of language teaching and engaging students in discussion of the cultural and social contexts of language teaching. Other topics are, for example: approaches and methods; characteristics of teachers, learners and learning; and the teaching and learning of grammar and vocabulary. Several weeks are devoted to the teaching of the macroskills; speaking, writing, listening and reading. In addition to class participation, students are expected to undertake a series of language classroom observations and complete a specified minimum number of hours of practice teaching.

## Unit: Language Teaching Methodology 2 (6114)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Up to four hours a week, consisting of a lecture and workshop.

### Learning Outcomes

---

By the end of the subject students will have extended their understanding of the theories that underpin the teaching and learning of foreign languages; evaluated the range of approaches to teaching grammar, vocabulary and pronunciation; understood the nature of teaching and learning within a curriculum and syllabus; gained familiarity with particular challenges of teaching specific groups of learners; have critically observed and practised teaching and evaluated themselves as teachers.

### Syllabus

---

This subject focuses on teaching the skills of grammar, vocabulary and pronunciation and introduces issues of teaching within a curriculum and syllabus and teaching with a coursebook. Basic principles of assessment are covered. Teaching specific groups (eg beginners, migrants and large classes) and teaching for specific purposes (professional and academic) are also a significant part of the subject. In addition to class participation, students are expected to undertake a series of language classroom observations and complete a specified minimum number of hours of practice teaching.

## Unit: Narrative and Interactive Practice (6115)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

On completing this subject it is expected that students will be able to: demonstrate familiarity with the principles of genre and genre production across media forms; demonstrate fluency in interpreting and producing a range of genre forms; demonstrate an understanding of the limitations and possibilities of the forms; and demonstrate an appreciation of the social and cultural context of cross-disciplinary genre production for the marketplace.

### Syllabus

---

This subject introduces students to theories of genre and the social and cultural conditions which make genre texts and media forms popular. It considers schools of thought, including narrative and cultural theory, to make sense of genre and the possibilities and confines of particular forms. We consider, analyse and practise the elements essential to successful production in a range of popular and cross genre forms.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Scriptwriting 1 (6116)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject it is expected students will be able to differentiate between writing for the eye and ear and writing to be read; critically analyse screen programs in terms of structure and theme; understand the use of basic narrative writing techniques for the screen; use industry production conventions and formats in creating texts for the screen; constructively criticise their own and others creative work.

## Class Contact

---

One one-hour lecture and one two-hour tutorial a week.

## Syllabus

---

This subject introduces students to writing for the eye and ear as scripts, rather than writing to be read as prose. It will concentrate mainly on the practicals and principles of dramatic writing for film in general with specific application to writing short film. The subject focuses on three main areas - analysis of the theories and principles of narrative drama and how they are applied in screen writing; screen writing techniques and practice; criticism of students own creative work in tutorial workshops.

## Prerequisite

---

Creative Writing 2 or permission of Head of School.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Scriptwriting 2 (6117)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Scriptwriting 1 or permission of Head of School.

## Class Contact

---

Two day writing retreat end of week 1; subsequently, 1 hour lecture; 2 hour tutorial.

## Learning Outcomes

---

On completion of this subject it is expected students will be able to: work effectively in a group on script project; understand the relationships between the various levels of development of a script; use narrative scriptwriting techniques to plot and develop a film or television script; be able to edit and appraise their own and others work effectively and efficiently; understand the different writing requirements of different television markets and filmic forms; use industry production conventions and formats in creating texts for the screen; understand the influence of market forces on the content of television programs and short film.

## Syllabus

---

This subject extends and develops concepts raised in Scriptwriting 1. Students collaborate in groups to produce a substantial short film script approaching marketable quality. A feature of this subject is a two-day story conference retreat where working groups are formed and the outline and basic structures of the project is begun. The subject includes further critical viewing and analysis of television and film as well as experience in story development and character arcs. The subject focuses on three main areas - working effectively in a group to brainstorm, plot and take through various drafting stages a substantial short film script; editing and peer appraising each others work at various stages of the writing process; analysis of the techniques and requirements of specific forms/genres of television and film, and how these impact on scriptwriting.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Studies Foundations 1 (6118)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have gained an understanding of the relationship between culture and perception; gained insight into cultural differences, domestic and international; learned to analyse intercultural contact situations; practised demonstrating their understanding of the subject matter in class presentations, class discussion and written assessment pieces.

## Class Contact

---

Two hours of lectures and one one-hour tutorial a week.

## Syllabus

---

In modern societies the individual tends to have high exposure to other cultures through media, travel and social mobility. Understanding the distinctive features of different cultures can reduce some of the uncertainties that may occur when in contact with other cultures and co- cultures. This subject examines the nature of culture, considering ethnicity, race, religion and language. It investigates beliefs, assumptions, values and norms of different cultures. It looks at practical issues of misunderstanding and conflict that may arise when people of different cultures communicate or work together. Examples are drawn from multicultural Australia as well as from other areas of the world.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Studies Foundations 2 (6119)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have gained a basic understanding of the causes of global movements; gained a basic understanding of the global diffusion of cultural aspects; developed an ability to discuss theories from a critical perspective; practised demonstrating their understanding of the subject matter in class presentation, class discussion and written assessment pieces.

## Prerequisite

---

International Studies Foundations 1.

## Syllabus

---

Building on the exploration of diversity in International Studies Foundations 1, this subject introduces the nature and causes of globalisation and ensuing issues. It looks at global movements in terms of forced, economic or voluntary migration, and tourism. It examines the role of telecommunications and media in crossing national and cultural boundaries, and their contribution to multiculturalism and the diffusion of ideologies, popular culture and language. Resulting issues of cultural, social, economic and political nature will be discussed in relation to contemporary political events and developments. Theoretical approaches to globalisation and its effects are examined from a critical perspective.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Ecochemistry (6121)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject, students will have: an understanding of the problems associated with the sampling and chemical analysis of environmental materials; an understanding of the sources of air pollution in Australia and the chemical reactions causing photochemical smogs; an understanding of the physical, chemical and biological processes that determine the chemical composition of estuarine waters; knowledge of literature and data bases relating to environmental issues and to chemical contaminants; skills in interpreting the literature including development of skills in report writing; skills in sampling and analysis of environmental material.

## Syllabus

---

This subject reviews the chemistry underlying key environmental issues. Emphasis is given to developing an understanding of the chemical species in water, soil and air, their sources, reactions, effects and fate as well as the influence of human activity upon these processes.

## Prerequisite

---

Chemistry 1A.

## Class Contact

---

One one-hour lecture and one three-hour practical each week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Environmental Conflict and Management (6123)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

At the end of the subject it is expected that students will be able to: analyse decision-making processes and constraints in environmental management; understand the implications of top-down and bottom-up approaches to participation in resource management; understand government and sectoral frameworks and linkages relevant to managing resources; analyse policy setting processes and apply relevant environmental conflict resolution techniques; and apply sustainability principles to environmental management.

### Class Contact

---

One two-hour lecture and one three-hour workshop each week.

### Syllabus

---

This subject examines systems of participation, management and policy relevant to natural and cultural resources. It links an understanding of natural and social systems with conflict resolution, decision-making and management. The subject context is in sustainable management of water, land and soil resources, mineral development, biodiversity conservation and cultural heritage management.

### Prerequisite

---

At least 40 unspecified credit points or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Resource Science Project (6125)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to provide the opportunity for students to design and execute a substantial project, usually on a group basis, on a topic connected with the third year subject of their primary major.

## Class Contact

---

One hour lecture and up to three hours of workshop/seminar a week.

## Prerequisite

---

Explicit confirmation with subject convener either of (a) agreement of the convener of another third year RES subject to supervise a group project, or (b) agreement from a RES staff member to supervise an individual project.

## Learning Outcomes

---

On the successful completion of this subject, students will have: experience in team management and negotiation, oral and written communication, and the design and conduct of substantial research project; understanding of theoretical and practical aspects of designing and executing a project; experience in liaising with client agencies; experience in applying relevant theoretical perspectives to practical problem analysis and solution.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Government (6130)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered (Also available in: 2009)

## Syllabus

---

This subject provides students with an overview and understanding of the institutions and processes of government. It provides an introduction to the concepts of representative and responsible government and the function of a constitution. It examines the principles of federalism, parliamentary government and the concept of executive government as well as the functions of the judiciary, the bureaucracy, party systems, electoral systems, interest groups and the media in modern government. The subject will also explain the Australian system of federal government in the context of these general principles.

## Prerequisite

---

Students who have completed Australian Politics 1, Introduction to Australian Politics or Introduction to Australian Government may not enrol in this subject.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Students who successfully complete this subject should gain an understanding of general principles and the central institutions of government and an understanding of the way in which the Australian system of federal government operates within the context of those principles.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Organisational Performance (6132)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject students will have a strong understanding of performance measures and their meaning, and should have more understanding of performance management generally. Be able to appreciate the requirements of management systems for performance, and be in a position to construct mechanisms to enable them to monitor organisational performance and service delivery effectiveness and efficiency.

## Class Contact

---

At least thirty nine-hours a semester.

## Prerequisite

---

Introduction to Management.

## Syllabus

---

This subject will focus on issues relating to managing organisations for outcomes. It will include concepts such as benchmarking, evaluation, quality management, performance appraisal and performance information systems. The unit approaches performance management through system theory, with strong emphasis on meaning and interpretation of performance measures.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Leadership Innovation and Change (6133)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- UCT4 (IAL, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- S1 (BRISBANE, Legacy)
- UCT3 (WBC, Face-to-Face)
- UCT2 (IAL, Legacy)
- S1 (BRUCE, Face-to-Face)
- S1A (HIE, Legacy)
- S1A (IAL, Legacy)

### Prerequisite

---

Organisational Behaviour or permission of subject convener.

### Class Contact

---

At least thirty-nine hours a semester.

### Learning Outcomes

---

On completion of the subject students will have: acquired an understanding of the concept of leadership and the application of leadership principles; familiarity with explanatory models of leadership behaviour; understanding of the relationship linking leadership with innovation and organisational change; the capacity for critical analysis of issues relating to leadership in contemporary organisations.

### Syllabus

---

Leadership is a central issue and necessary skill in modern management. It is closely related to organisational change and innovation, two ubiquitous characteristics of successful contemporary organisations. This subject provides essential insights on these matters into the BMgt course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Managing Pay and Performance (6134)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (WBC, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- UCT3 (AIM, Face-to-Face)
- UCT4 (WBC, Face-to-Face)
- UCT4 (IAL, Face-to-Face)
- BCS3 (BRISBANE, Face-to-Face)
- UCT2 (WBC, Face-to-Face)
- UCT4 (HIE, Face-to-Face)
- UCT2 (AIM, Face-to-Face)

### Prerequisite

---

Organisational Behaviour.

### Learning Outcomes

---

On successful completion of this subject students will be able to make informed choices about the most suitable pay and performance management practices for particular work organisations. Students will also be able to assist in the selection, design, implementation and review of suitable systems for measuring and rewarding individual, group and organisation-wide performance.

### Syllabus

---

The subject provides students with a detailed understanding of pay structures and the main types of performance-related pay. Topics covered include structuring base pay, job evaluation, market surveys, motivation and employee behaviour; goal-setting and performance appraisal; individual performance-related pay, gainsharing, goalsharing, team-based rewards; profit-sharing and employee share ownership.

### Class Contact

---

At least thirty nine hours a semester.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Industrial Relations (6135)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

At least thirty nine hours a semester.

### Learning Outcomes

---

On successful completion of this subject students will be able to compare Australian and overseas approaches to the organisation and reform of labour markets, identifying key areas of change and continuity; clarify and critically analyse the concepts of deregulation, flexibility, equity, participation, and OH&S.

### Syllabus

---

The subject focuses on recent changes in labour market regulation in Australia in an international context. An international and comparative overview is undertaken of labour market regulation in Sweden, North America, Japan selected Asian/pacific economies and New Zealand. Competing models of work organisation in Australia are assessed, with a focus on the re-regulation of industrial and workplace relations in the public and private sectors, gender impact, flexibility discourses, technological change, and occupational health and safety.

### Prerequisite

---

Industrial Relations.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Narrative and Interactive Practice G (6136)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered (Also available in: 2007)

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

On completing this subject it is expected that students will be able to: demonstrate familiarity with the principles of genre and genre production across media forms; demonstrate fluency in interpreting and producing a range of genre forms; demonstrate an understanding of the limitations and possibilities of the forms; and demonstrate an appreciation of the social and cultural context of cross-disciplinary genre production for the marketplace.

### Syllabus

---

This subject introduces students to theories of genre and the social and cultural conditions which make genre texts and media forms popular. It considers schools of thought, including narrative and cultural theory, to make sense of genre and the possibilities and confines of particular forms. We consider, analyse and practise the elements essential to successful production in a range of popular and cross genre forms.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Rights G (6137)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Undergraduate degree or status or admission on basis of sufficient work experience as per university rules in relation to Graduate Certificates, Graduate Diplomas. Concepts and Elements of Law desirable.

## Class Contact

---

Three hours per week.

## Syllabus

---

This subject is designed to provide participants with an understanding of the types of, and the extent to which, various human rights are legally enforced in Australia and focuses on federal and ACT Laws.

## Learning Outcomes

---

On successful completion of this subject, participants will understand: the historical development of human rights thought and laws, the extent to which human rights are protected expressly or impliedly by the Australian Constitution, the scope and operation of federal and ACT anti-discrimination legislation including rights of redress and relevant judicial decisions under that legislation, the role and functions of the Human Rights and Equal Opportunity Commission, the scope and operation of privacy protection under state and federal law, and participants will have demonstrated a basic capacity to apply federal and ACT human rights laws to a given set of facts, and through a tutorial paper and presentation, will have demonstrated a sound capacity to research, develop and express a sustained, coherent argument in this area of the law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Deal Making: A Legal Survival Kit (6139)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to four hours a week.

### Syllabus

---

Deal making involves a set of legal literacy skills that are vital in professional life. Legal literacy is important in understanding which legislation authorises 'business' and the way legislation impinges on business, innovation and commercialisation. The subject covers areas such as intellectual property, privacy, contracts, negotiation and bargaining, dispute resolution, trade practices law, financial services law, and employment law. The implications of these for e-business and e-government are also considered.

### Learning Outcomes

---

On completion students will have basic legal literacy required in concluding a legal contract or other agreements; be able to describe the role of legal architectures in the design of a transaction in a business or government setting; be able to describe the legal issues and possible solutions for a transaction proposed by government or a business operating in a knowledge economy.

### Prerequisite

---

Not less than 36 credit points towards an undergraduate award.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Introduction to Bioethics G (6140)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will be able to articulate what it means to be a human, think creatively about their own inner psychosocial and spiritual life. They will be able to relate their moral and ethical choices to a sense of inner journey and progress towards their own spiritual goals. They will be able to view moral dilemmas as opportunities for personal growth.

## Syllabus

---

Broad introduction to human life and purpose in various philosophical and religious systems; introduction to psycho- spiritual evolution and human spiritual development, neurobiological basis of human uniqueness and spirituality; broad introduction to concepts of spiritual and emotional intelligence; transpersonal psychology and Ethnomethodology, construction of personal meaning in different social systems. Exploration of human life as an 'inner journey' with defined goals. Social conscience and social service underpinned by personal values as the building force in society.

## Class Contact

---

Up to three hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Values G (6141)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students will be able to demonstrate an understanding of the role of values in ethical decision-making. They will be able to demonstrate a knowledge of the dynamic interrelationship between values and their underpinning of human organisation and social systems including health care delivery.

## Syllabus

---

Broad introduction to the philosophy of values, their scope and organisation; role of values in cultures - past and present; exploration of secular and spiritual values; the role of language and types of thinking; exploration of Human Values as the values that lead to optimal human development.

## Class Contact

---

Up to three hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Illness & Its Impact G (6142)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides the opportunity for students to examine the ethics of caring, responsibility and reciprocity, sociological and psychological implications of illness, disability, death and loss. It also allows students the opportunity to explore issues of dependence and helplessness and ethical issues related to termination of life, euthanasia, abortion, life support and impact of these on the patient and family.

## Learning Outcomes

---

Students demonstrate knowledge of philosophy of caring, responsibility and reciprocity, of family dynamics in relationship to illness, ageing, dependence, loss and death. Students demonstrate understanding of psychosocial issues surrounding acute and chronic serious illness, requiring life support. Students explore ethical issues relating to transplantation, stem cell research and genetic engineering.

## Class Contact

---

Up to three hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Adverse Events PG (6143)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Up to three hours a week or equivalent.

## Syllabus

---

Introduction to concepts of quality, leadership, personal and patient safety in health care; exploration of issues surrounding errors in health care delivery, and systems for discussion, reporting and protection from legal discovery; exploration of indices of performance standards. This subject provides students with an introduction to the concepts of quality, leadership, personal and patient safety in health care. It allows students the opportunity to explore issues surrounding errors in health care delivery, and systems for discussion, reporting and protection from legal discovery. It will also explore the indices of performance standards.

## Learning Outcomes

---

Students will be able to demonstrate an awareness of quality standards in health care delivery. They will have the capacity to deal with adverse clinical events including knowledge of systems for reporting and discussion. They will also be able to demonstrate knowledge of the philosophy of safety science in health care.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Ethical Resource Allocation in Health G (6144)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours a week or equivalent.

### Syllabus

---

This subject is designed to allow students to examine how the theoretical framework of bioethics combined with their own beliefs can be challenged when they are faced with the reality of the decisions and the resultant effect on the patient and people involved with them. Through debate and examination of real case studies the student will gain a better understanding of the ethical issues surrounding resource allocation in health care.

### Learning Outcomes

---

Upon completion of this subject, the students should be able to: have an understanding of the ethical conflict that exists when the social, economic and political context of resource allocation is considered; gain detailed knowledge regarding the ethical perspective associated with the allocation of scarce health care resources that are distributed to the community; gain a greater level of understanding regarding how their own beliefs will not necessarily be the belief of the recipient of those decisions; gain an understanding of the ethical dilemmas associated with macro and micro allocation of resources.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Controversies in Health PG (6145)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is designed to allow students to explore current controversies in health. Students will be encouraged through a series of readings and guides to develop an open and objective response to these controversies based on the existing theoretical frameworks in bioethics. Simulated role-play will allow students experience in dealing with the media, chairing meetings and being able to construct verbal argument. The syllabus will be as follows: elements of rhetoric; concepts of biology and science as they relate to religion morality and human value; what does controversial mean? keeping a balanced view; arguing both sides; how does the media deal with controversy in health? dealing with the media? chairing the angry meeting.

## Class Contact

---

Up to three hours a week or equivalent.

## Learning Outcomes

---

Upon completion of this subject, the students should be able to: have a thorough understanding of current controversies in health; understand the opposing views and the basis of these views; understand what makes a topic controversial; have basic media skills that allow them to represent a view publicly; deal with the angry meeting.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contemporary Health Development PG (6146)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006, 2007)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the completion of this subject, students should be able to: be familiar with contemporary health promotion and health development theories, strategies and methods; recognise a variety of approaches to promoting health and well-being; describe the range of determinants impacting on health and well-being and possible intervention responses; demonstrate appropriate decision making processes for selecting appropriate health promotion methods and strategies; examine the effectiveness of health promotion initiatives within a given sector, setting or in relation to a specific health issues; and understand the relationship between health promotion, public health and health development.

## Syllabus

---

This subject offers an overview to health promotion and health development and examines practice issues relevant to these areas in the 21st century. The subject introduces students to a variety of approaches used to promote community health development in Australia, exploring innovative community initiatives locally and nationally. The subject also provides students with an opportunity to examine evidence of effectiveness in health promotion and public health practice providing a basis for decision making in relation to the development of health promotion initiatives.

## Class Contact

---

Up to a maximum of three hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Program Planning and Evaluation PG (6147)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject it is expected that students will demonstrate the ability to: understand the role of evidence-based planning; critically appraise differing research designs for evaluation; develop comprehensive program plans; consider quality assurance and improvement practices; and be able to utilize a variety of planning models and approaches.

## Syllabus

---

The aim of this subject is to enable participants to critically examine current practices in community health program planning and evaluation specifically in relation to public health, health promotion and health development initiatives. The subject introduces students to a variety of planning approaches, examines practices in project management and implementation and develops skills and knowledge in evaluation design.

## Class Contact

---

Up to a maximum of three hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Sustainable Communities PG (6148)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject elaborates the ecological, social and economic perspectives on sustainability and examines the theoretical and practical problems of integrating these sometimes conflicting perspectives in the context of international community development. The subject is intentionally trans-disciplinary perspectives when taken in isolation and then examines the merits of taking an integrated approach. Such an approach is often referred to as a 'wicked problem' because it involves a high degree of social complexity. The subject develops two approaches for dealing with this 'wicked problem' in a practical setting.

### Learning Outcomes

---

At the completion of the subject the student will be able to: critically analyse, within international context, the three perspectives of sustainability (triple bottom line): social, economic and ecological; integrate these competing perspectives on sustainability within a theoretical framework; understand current policies and programs on sustainability in an international context; conduct action research/action learning in order to facilitate change towards a sustainable community; understand the role of indicators of sustainable progress in international community development.

### Class Contact

---

Up to a maximum of three hours a week or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## **Unit: Community Dev:Principles and PracticesPG (6149)**

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Learning Outcomes**

---

At the completion of the subject the student will be able to: compare and contrast different conceptions of community development, philosophies and practices; analyse relevant case studies, both nationally and internationally; critically analyse the relationship between social justice, economic and political issues that impact on communities; critically examine notions of empowerment; develop skills that foster community agendas (particularly research, analysis of community issues and relevant communications and consultation strategies).

### **Class Contact**

---

Up to a maximum of three hours a week or equivalent.

### **Syllabus**

---

The aim of this subject is to enable students to critically analyse the different philosophies and practices of community development in national and international contexts. The subject will explore existing and emergent paradigms, with particular focus on the knowledge, attitudes and skills needed to resource and 'empower' their own and other communities. Students will be challenged to define and defend their orientation to community development in light of current literature and best practice community development.

## Unit: Introduction to Computer Engineering (6150)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Students completing this subject should have an appreciation of the nature of the engineering profession and an awareness of the elements of good design practice, be able to analyse and design combinational and sequential logic circuits, verify their operation using simulation and describe the major hardware features of a computer system and explain their interrelationships.

## Syllabus

---

This subject introduces the discipline of computer engineering within the broad context of the engineering profession. Initially it explores the nature of engineering as a profession, its responsibilities and ethics, the management of people and resources, the design process and the fostering of creativity in design. It then provides an introduction to digital electronics through a consideration of number systems, combinational and sequential logic using idealised small- and medium-scale devices and an introduction to computer architecture including memory, arithmetic operations, instruction sets and CPU design. Extensive use is made of a digital simulation software package.

## Class Contact

---

Up to six hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Telecomms Engineering (6151)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to six hours a week.

### Syllabus

---

DC and AC circuit analysis, network theorems, transient and steady state AC response, phasor and complex representation of reactance, diodes and rectification, amplifier principles, negative feedback, ideal operational amplifiers and their applications, positive feedback and oscillators, principles of operation of Field Effect Transistors (FETs) and Bipolar Junction Transistors (BJTs). Fundamental concepts of systems for instrumentation, control and telecommunications.

### Learning Outcomes

---

Students completing this subject should be able to analyse passive DC and AC circuits, describe the main features of an amplifier, design basic amplifiers based on idealised operational amplifiers, describe the operation of simple oscillators, describe the principles of operation of BJTs and FETs, and explain at block diagram level how systems for instrumentation, control and telecommunications work.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Engineering Science (6152)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours of lectures and up to three hours of laboratory/tutorial work a week.

## Corequisite

---

Mathematics 1.

## Syllabus

---

This subject is concerned with the physical science base required by information and telecommunications engineers in such areas as robotics and real-time systems, instrumentation and control, signal processing, and optical and microwave communications. Topics include: introductory electricity and electromagnetism, properties of waves, geometrical and physical optics, introductory quantum/semiconductor physics, principles of measurement, and transducers and actuators.

## Prerequisite

---

Engineering course admission requirements.

## Learning Outcomes

---

At the successful completion of this subject students will be able to describe the physical principles underlying a range of transducers, to be able to choose an appropriate transducer for a given applications, solve simple problems in electricity and magnetism, use wave concepts to describe both optical and radio-wave applications, and explain the basic operation of simple semiconductor devices.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Study of Language G (6153)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages, International Studies & Tourism

**Availability in 2004:** Not offered (Also available in: 2006)

## Class Contact

---

Normally three hours a week, consisting of two lectures and one tutorial.

## Syllabus

---

The purpose of this subject is to raise students' awareness of the complexity of language with a focus on language teaching. The subject introduces the major areas and basic concepts of modern linguistics. It is concerned both with the nature of language (ie what is common to all languages) as well as the characteristics of specific languages. Examples are drawn from a variety of languages, but there is an emphasis on English, particularly with respect to the sound system and grammar of English. The subject focuses on developing an understanding of aspects of language that are relevant to language teaching.

## Learning Outcomes

---

By the end of the subject students will have developed: an understanding of the nature of human language; an understanding of the basic sub-fields of linguistics; a greater sensitivity to the ways people use language; an understanding of the relevance of linguistics to language teaching.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Prof Projects in Lang Teach & Learn G (6154)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

The purpose of this subject is to give participants the opportunity to investigate an area of language curriculum, teaching or learning which is of personal and professional value to them. To this end, using basic research skills developed in the first weeks of the subject, participants carry out their own practical small-scale research projects. The inspiration for the project may be drawn from topics in other subjects of the course and/or from the demands of the participant's present or future work environment.

### Learning Outcomes

---

On completion of this subject, participants will have: gained an understanding of methods for conducting small-scale research; developed skills in gathering and analysing data; and carried out a project and summarized it in a written report. More generally, participants will have: developed a greater sensitivity to questions of language teaching and learning; become a more reflective teacher; recognised the importance of the teacher as researcher; and seen how one's own and others' projects may improve the quality of teaching and learning.

### Class Contact

---

Normally three hours a week, consisting of a lecture and a two-hour workshop.

© 2004-2019 University of Canberra

## Unit: Advanced Language Teaching Methodology (6155)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

Advanced Language Teaching Methodology assumes that participants have the knowledge and skills covered in Language Teaching Methodology 1 and 2. It reviews the basic principles of teaching methodology and encourages a critique of different learning and teaching traditions, including the communicative approach. The subject develops such topics as: "understanding the learner" (self-direction, learning styles and strategies, effective factors); teacher development (the self-directed teacher, teacher as researcher, developing with colleagues); and course and materials design and evaluation. Students will be invited to carry out specialised assignments on topics that relate to their professional interests.

### Learning Outcomes

---

By the end of the subject students will have gained an advanced understanding of language teaching methodology; significantly increased their professional skills in the field; achieved important insights into the behaviour of both teachers and learners; carried out a specialised project on language teaching or learning at advanced level.

### Class Contact

---

Up to four hours a week, consisting of a lecture and workshop.

© 2004-2019 University of Canberra

## Unit: Language & Social Context PG (6156)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

By the end of the subject students will have gained a general understanding of the complexity of relations between language and society; an increased sensitivity to the social and cultural factors that inform language teaching and learning; an opportunity to explore, in appreciable depth, a sociolinguistic topic that bears on their present or future work as language teachers.

## Syllabus

---

The purpose of this subject is to enhance students' understanding of how second and foreign language teaching and learning are related to a range of external factors, in particular social, cultural, political and interpersonal. It does so by studying the broader and the narrower perspectives on language use. The broader perspective embraces such topics as world Englishes, linguistic imperialism and language teaching, and language planning and policy. The larger social context informs the specific linguistic forms that the individual chooses to use; thus the narrow perspective considers such issues as language and gender, taboo language, professional discourse, intercultural communication and non-verbal communication. All the issues covered in the subject are viewed in terms of how they influence or are influenced by education and in terms of the implications for language teaching and learning.

## Class Contact

---

Normally three hours a week.

## Unit: Grammar & Communication PG (6157)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

## Learning Outcomes

---

By the end of the subject students should have developed a deeper knowledge of the structure of language; had opportunities to explore the teaching of grammar in a foreign language context; developed an understanding of how meaning is expressed through grammatical constructions; further developed their understanding of the place of grammar in the communicative classroom.

## Class Contact

---

Normally three hours a week.

## Syllabus

---

The purpose of Grammar and Communication is to provide an opportunity for students to develop their knowledge of grammar and to explore ways of teaching grammar in a foreign language context. The relationship between semantics and grammatical constructions will be carefully considered. Students will have a chance to explore an area of grammar from a language other than English. Students will have the opportunity to practise teaching grammar to their peers and to discuss ways of incorporating grammar into a communicative language teaching classroom.

## **Unit: Special Studies in TESOL & FLT PG (6158)**

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Syllabus**

---

Depending on availability, students may choose to undertake study in areas of specialisation such as: Language Curriculum and Syllabus Design; Language Teaching Management; Advanced Studies in Technology in Language Teaching; Advanced Studies in Foreign Language Teaching and Learning.

### **Class Contact**

---

Normally three hours a week.

## Unit: Dissertation in TESOL & FLT PG (6159)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

## Syllabus

---

A dissertation of 12,000 to 15,000 words, under supervision, to be taken in lieu of two PG level subjects in the Master of Arts TESOL/FLT (8 credit points normally over two semesters).

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Technology in Language Teaching G (6160)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

In this subject students will explore the use of information and communication technology (ICT) in language teaching. The subject will investigate the main issues and uses of ICT in language teaching today: from CD-ROM based materials to online learning. One very important aim is to develop the ability to evaluate resources currently available in this area. The subject will also have an essential practical component where various software will be utilized towards the production of materials for application in the participants' own language teaching environments, thus creating not only an understanding of the issues related to the use of technology in teaching but also a valuable set of resources for participants as future teachers.

### Learning Outcomes

---

At the end of the subject it is expected that students will be able to reflect analytically on ICT in language teaching and determine which technology would best assist the teaching-learning process. They will also have gained skills in evaluating Web resources and developed materials for use in their own teaching.

### Class Contact

---

Normally one lecture and one two-hour workshop.

© 2004-2019 University of Canberra

## Unit: Language Acquisition G (6161)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

The purpose of Language Acquisition is to provide students with an understanding of the relationship between theories of language acquisition, language teaching approaches and methods, and language teaching practice. The major focus is on second language acquisition but significant reference is made to first language acquisition. The subject encourages students to look critically at theories of language acquisition so that they can develop their own considered position on good language.

## Learning Outcomes

---

By the end of the subject students will be familiar with major issues in first and second language acquisition; have developed an understanding of the relationship between theories of language acquisition and the teaching of languages; be aware of ways in which learners of English can be assisted to develop their critical reading skills.

## Class Contact

---

Normally three hours a week, consisting of two lectures and one tutorial.

© 2004-2019 University of Canberra

## Unit: Collection Management PG (6162)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Online Only)
- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Focuses on the creation and management of collections of print, media and electronic resources to achieve the goals of libraries and other information agencies. Topics covered include collection development policies, resource sharing, selection, budget management, collection evaluation, preservation, and weeding.

## Prerequisite

---

Foundations of Information Services PG or permission of the lecturer in charge.

## Learning Outcomes

---

On completion of this subject students will have an understanding of collection development and collection management and of current developments in this field, familiarity with the impact of electronic resources upon it, have acquired some skills in the development of policies and in selection processes, and have an appreciation of the role of the collection manager.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Independent Study in Information Mgt PG (6163)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2006, 2007)

- S1A (BRUCE, Online Only)

### Syllabus

---

This subject is intended to enable capable students to link their study with their previous academic experience, relevant workplace experience, or a professional placement. A detailed written proposal, setting out the objectives, scope and methodology of the proposed project, must be presented to and discussed with the Program Director during the semester preceding the semester in which the subject is to be undertaken. Enrolment in the subject is subject to approval based on the content of the proposal, supervisory arrangements, and the proposed format of the final project.

### Prerequisite

---

This subject is available only to students in the final semester of their Graduate Diploma, and also requires permission of the Program Director.

### Learning Outcomes

---

This subject enables students to demonstrate their ability to undertake an independent, professionally relevant project successfully.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Discourse Studies (6164)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2005, 2009)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject studies the creation of written and spoken discourse in English through the linguistic analysis of naturally occurring spoken or written discourse. Topics such as the following are studied using a wide range of research articles; the relationship between grammatical structure of utterances and their function in discourse; how successive utterances are related; how new topics are introduced and old ones ended, in both spoken and written discourse; how to interpret and produce appropriate spoken and written discourse.

## Prerequisite

---

Introduction to Linguistics; Language, Culture and Society or consent of the Head of Program. Students need to demonstrate fluency in both English and a language other than English.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Language Testing & Assessment (6165)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Languages & International Education

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject deals with language testing in respect of classroom learning and teaching also in the broader framework of experimental design and research on language learning. The subject considers the theoretical foundations of language testing and provides an overview and analysis of different types of test such as aptitude, diagnostic, placement and achievement tests and makes reference to tests and attainment scales such as ASLPR, and TOEFL, IELTS. Practical issues are considered in relation to theory and research.

## Prerequisite

---

Introduction to Linguistics; Language, Culture and Society.

## Class Contact

---

Up to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Study of Language (6166)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2013)

## Class Contact

---

Up to four hours a week.

## Syllabus

---

This subject is intended as a general introduction to the study of speech sound (phonetics) and grammar. The phonetic component of the course includes an introduction to the description of speech sounds and the phonetic alphabet, with practical exercises in transcription. After examining the structure of words, we go on to basic sentence structure. Finally, we consider the relation between language and mind.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Intercultural English G (6167)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject examines ways in which people from different cultures can express in English their beliefs, assumptions, expectations and values. This entails developing specific skills in intercultural understanding and communication, focussing on practical issues and strategies for avoiding and dealing with misunderstanding, anxiety and conflict. Examples are based on situations likely to be encountered by the participants in their professional practice.

## Learning Outcomes

---

On completion of this subject, participants will: understand the key issues involved in intercultural communication; have increased their appreciation of other people's cultural values and attitudes, with a view to enhancing English use in professional contexts; have acquired strategies for dealing with cross-cultural differences when communicating in English.

## Class Contact

---

A one-hour lecture, and a two-hour tutorial a week.

© 2004-2019 University of Canberra



## Unit: English for Professional Practice G (6168)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On completion of this subject, participants will: be able to communicate confidently in English within their professional field; have acquired strategies for dealing with complex communication situations pertaining to their professional field; have gained an insight into the practice of their profession in the Australian Context.

## Syllabus

---

This subject provides practical opportunities for students to develop oral and written communication skills in English to deal with the demands of their professional practice. Professional communication skills such as negotiation, conflict resolution, counselling, explaining issues pertaining to their field, and facilitating meetings will be analysed within a sound theoretical framework and practised through role plays, simulations and discussions with professional counterparts from the Canberra community.

## Class Contact

---

A one-hour lecture, and a two-hour tutorial a week.

© 2004-2019 University of Canberra

## Unit: English for Translators&Interpreters 1 G (6169)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

## Learning Outcomes

---

On completion of this subject, participants will: be able to translate standard documents within their field such as letters, emails, manuals, and research papers; begin to interpret in oral communication situations.

## Class Contact

---

A one-hour lecture, and a two-hour tutorial a week.

## Syllabus

---

This subject deals with the theory and practice of translation, with particular reference to specific fields relevant to participants' professional requirements. It also discusses professional ethical issues for translators and interpreters. It involves regular written and oral tasks in the participants' first language and in English. Given the large amount of independent practice needed to develop competence in translation and interpreting, attention is also developed to autonomous learning techniques.

## Unit: English in a Global Context PG (6170)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject presents an analysis and comparison of social, historical, economic, political and educational institutions across cultures, and examines the effects of globalisation on these institutions. Forces of uniformity and diversity within English, itself, will be explored as will the changing role of the language as a means of intercultural communication and the role of media in different cultures and international organisations. Participants will be required to reflect on these issues and to express their understanding of them in coherent and persuasive written and oral forms.

### Learning Outcomes

---

On completion of this subject, participants will: understand the sociolinguistic impact of English as a global language; understand the impact of different cultures of English; be able to reflect critically on these issues, especially as they impact on, matters within their professional field.

### Class Contact

---

A one-hour lecture, and a two-hour tutorial a week.

© 2004-2019 University of Canberra

## Unit: English Professional Genres PG (6171)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On completion of this subject, participants will: be able to critically analyse the discourse of written and oral texts; be able to produce texts, both written and oral, in a range of genres pertaining to their professional field; understand how to vary their English for effective communication across a range of registers for different communicative purposes.

## Syllabus

---

This subject provides opportunity for the analysis of English from both theoretical and practical perspectives. It will provide an appreciation of the dynamics of the English language as both a national and global vehicle of communication. The language of such genres as print media reports, press releases, political speeches, academic essays and interviews will be examined critically in the context of international communication.

## Class Contact

---

A one-hour lecture, and a two-hour tutorial a week.

© 2004-2019 University of Canberra

## Unit: English for Translators&Interpreters2 PG (6172)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Class Contact

---

A one-hour lecture, and a two-hour tutorial a week.

### Syllabus

---

Based on the theoretical and ethical issues dealt with in Translating and Interpreting 1, the second part of this subject focuses on dialogue interpreting and consecutive interpreting (in both directions, between the participants' first language and English), and in specific fields relevant to students' professional requirements. It focuses on regular tasks in oral interpreting and in some written translation, as applicable. Attention also continues to be paid to autonomous learning techniques.

### Learning Outcomes

---

On completion of this subject, participants will: be able to translate documents to the standard required for certification by NAATI; be able to interpret fluently in complex oral communication situations (also according to NAATI certification standards).

© 2004-2019 University of Canberra

## **Unit: Research Project:Professional English PG (6173)**

---

**Level:** P      **Credit Points:** 12      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Syllabus**

---

Participants will undertake an independent research project in an area of professional interest. The research should involve an element of primary research interviewing professionals in the students's field, and may involve shadowing or participant observation in an organisation. Participants will also prepare a literature review in the area. A weekly support session will enable students to extend their research and communication skills in parallel with their on-going research. The project will be written up in a research paper of 8,000 - 10,000 words and will also be assessed in a seminar presentation.

### **Learning Outcomes**

---

On completion of this subject participants will have: gained in-depty knowledge of an area of professional practice; gained knowledge of how their profession is practised in the Australian context; increased their research and communication skills; demonstrated their knowledge and communication skills in written and spoken modes.

### **Class Contact**

---

One two-hour seminar a week (12 weeks).

© 2004-2019 University of Canberra

## Unit: Creative Writing PG (6174)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

This subject is designed to provide an understanding of the techniques and skills that are employed in the crafting of short prose pieces against a background of narrative theory. The subject is structured to develop writing, editing and critical skills through participation in online writers' workshops. Lectures will cover matters such as: characterisation; the purpose of dialogue; selection and construction of setting, time and place; narrative perspectives; editing and self evaluation; and innovative and cross-genre writing.

## Learning Outcomes

---

On completing this subject it is expected that students will be able to: develop and use strategies for enhancing their creativity; place their own writing in the social and historical context of Australian short fiction; communicate ideas, thoughts and feelings through short creative prose pieces.

## Unit: Scriptwriting PG (6175)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On successful completion of this subject it is expected students will be able to: understand the influence of market forces on the content of film & TV programs; analyse film & TV programs critically in terms of structure and theme; understand the use of basic narrative writing techniques in film & TV; research and develop story ideas for various markets; use industry production conventions and formats in creating texts for radio & TV; and constructively criticise their own and others' creative work.

## Syllabus

---

This subject concentrates on writing techniques for film including formats, structure, plot, dialogue and characters. It emphasises the difference between writing to be read and writing for the eye and ear. It also contains a strong element of critical analysis of mainstream film and narrative theory with an emphasis on classical screen storytelling. Criticism of students' own creative work features in tutorial workshops.



## Unit: Writing for Young People PG (6176)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** (Also available in: 2005, 2006)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of this course students will be able to: write confidently for young people demonstrating an awareness of audience and various markets; undertake market research and identify a range of appropriate publishers for particular works; demonstrate skills in evaluating and enhancing creative writing; identify qualities of popular and high quality literature for youth; identify literary and artistic elements and their particular contribution; apply concepts presented in the research literature to the analysis of literature for youth and issues surrounding both audience and literature; present informed opinions and alternative views, and participate in informed discussion on literature for youth including contentious issues inherent in that literature.

## Syllabus

---

This subject studies writing, illustrating, editing and publishing of writing for young people from birth through adolescence. It includes a study of audience needs and reading response theory, and research into publishing and marketing strategies. Quality aspects of writing are determined through a study of published works including a range of literary genres and thematic approaches. To gain an overview of products, authors and illustrators of high literary and artistic standing are studied as well as popular creators. Other aspects include influences on the literature, including awards, reviewing and criticism, and social, cultural and political concerns. A theoretical perspective on the literature is gained through research and critical studies.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Electro-Physical Agents G (6180)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

By the end of this subject the student will be able to explain the role of specific electro-physical agents used in patient management and use research evidence, integrated with knowledge of the physical and physiological effects of these modalities to implement treatment programs.

## Class Contact

---

Three hours a week lecture/tutorial or equivalent; three hours a week practical work; up to 40 hours clinical placement for the semester.

## Syllabus

---

This subject aims to develop basic knowledge and skills in the safe and effective use of a range of electro-physical agents used in physiotherapy practice. Technical competency and safe practice skills will be developed with the aim of providing students with the ability to choose appropriate treatment interventions with consideration of the appropriate evidence base for a range of electro-physical agents in common use. Communication and record keeping skills are emphasized as an essential component of quality health management. Communication will include interviewing and the principles and process of record management. Selected physical and electrical treatment modalities will be covered.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Musculoskeletal Interventions 1 G (6181)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

After completing this subject, students will be able to undertake a subjective and objective patient assessment and from this information plan and implement a treatment program. Basic knowledge and skills in effective selection and safe implementation and use of a range of treatment interventions will be developed. They will be able to apply methods of measuring the outcome of these treatments.

## Class Contact

---

Four hours a week lecture/tutorial or equivalent; four hours a week practical work; up to 100 hours clinical placement.

## Syllabus

---

This subject introduces students to physiotherapy management interventions in disorders of the peripheral joints of the human musculoskeletal system. Students will study the management and pathophysiology of musculoskeletal disorders of the lower and upper limbs, and will be taught the clinical reasoning and practical skills required for assessment and treatment.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Cardiopulmonary Interventions 1 G (6182)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject develops the clinical decision making processes and the knowledge and skills necessary for effective assessment and management of patients with respiratory dysfunction. Students will evaluate pathophysiology and functional consequences of chest surgery; airflow limitation; and inflammatory and infective conditions on pulmonary function. The role of exercise in the management of these conditions will also be examined.

## Learning Outcomes

---

Students will be familiar with treatment strategies to effectively manage acute and chronic respiratory problems. They will understand and be able to apply preventive management strategies.

## Class Contact

---

Three hours a week lecture/tutorial or equivalent; three hours a week practical work; up to 100 hours clinical placement.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Urban Management in the New Urban Age G (6189)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2003, )

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Syllabus

---

Urban management is an integrative, transdisciplinary field of practice using concepts and techniques necessary to deliver high order social outcomes in the face of rapid urbanisation and environmental challenges. Urban management draws on many disciplines including economics and finance, geography, government and political science, demography and statistics, property, law and sociology. It draws on many professions including planning, urban and architectural design, landscape, engineering, land administration, property development and management, marketing and community planning. This subject provides an overview of the field and the course, presenting an overarching framework and typical problems and challenges, to demonstrate where disciplines and practices contribute to integrated outcomes.

### Learning Outcomes

---

Students have an understanding of the assumptions, techniques and cultures of the many disciplines and professions essential to planning and managing rapidly growing cities, and have developed and applied their own framework and orientation to the integrative tasks and priorities of contemporary urban management.

### Class Contact

---

36 hours in intensive mode or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Urban Economics & Finance G (6190)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2005)

### Syllabus

---

This subject is an introduction to the strengths and limitations of economic and financial analysis. The subject demonstrates where a range of disciplines, concepts and institutions including economics, markets, governments and organisations, capital and asset management, property, investment, financial regulation and accounting can contribute to the integrated outcomes sought through urban management. The subject provides an overarching framework for more technical and practice-oriented subjects in the urban management courses.

### Class Contact

---

36 hours in intensive mode or equivalent.

### Learning Outcomes

---

Students understand and are able to apply fundamental concepts of economics, externalities, markets and natural capital, to relate these to urban policy and sustainability, and to understand how the analytical techniques of finance and economics may be applied to formulating and implementing policy through regulatory and market mechanisms.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research, Creative & Critical Thinking (6191)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2006)

### Class Contact

---

36 hours in intensive mode or equivalent.

### Syllabus

---

This subject is concerned with both ideas and evidence: the creative aspects of research and policy formulation, critical analysis, sources of data, the use and abuse of evidence, creative problem solving and design, and the communication of findings, conclusions and proposals. Research methods, data sources, statistical and financial tools and reporting are taught through examples of their application to the integrative tasks of urban management.

### Learning Outcomes

---

Students have (a) a clear personal conception of the contribution of creativity, criticism and research to policy formulation and urban management and (b) the ability to use basic statistical and other analytical techniques in the collection, analysis and presentation of evidence.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Urban Management Report PG (6192)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2006)

## Learning Outcomes

---

Students completing the Report have developed capacities for planning, researching and writing a major policy document and have consolidated their practice in integrating professions and institutions. Students (a) have a deeper appreciation of urban management approaches, (b) a deeper understanding of the chosen topic and (c) will have made a practical contribution to policy development in that area.

## Syllabus

---

Students work with their supervisor to formulate an approved topic, develop a work plan and define the outcomes of the report. The Report requires a literature review, a research question, a policy analysis and a framework which relates to the integrative approaches of urban management. The Report can be on a topic related to the student's profession and/or employment, and can be researched and completed in the student's home state or country. The product is the equivalent of a 5000-8000 word report and requires the equivalent of three weeks' full time reading, research and writing over an approved period of time.

## Class Contact

---

Supervised research, reading, fieldwork and/or professional practice equivalent to three weeks' full time reading, research and writing over an approved period of time.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Urban Development G (6193)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2005)

## Learning Outcomes

---

Students understand the way in which the spatial distribution of natural endowments, resources and land uses shape the possibilities of cities. They have developed a framework for integrating the diverse dimensions of design and spatial policy with urban management priorities, and have a deep understanding of a case which exemplifies this framework.

## Class Contact

---

36 hours in intensive mode or equivalent.

## Syllabus

---

This subject develops an understanding of spatial patterns in cities and regions, and applies this understanding to urban management. From issues of site planning and urban design for neighbourhoods, to spatial analysis and structure planning, to metropolitan structures, regional growth and global networks, the planning and management of urban development responds to and shapes the distribution of resources and activities, based on principles related to hierarchies, externalities, uneven development, planning and regulation, and networks and clusters. These principles are demonstrated through an in-depth study of a specific urban management problem or case.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Urban Studies G (6194)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2005)

## Learning Outcomes

---

Students understand the way in which human cultures and institutions are expressed in the dynamics of cities. They have developed a framework for integrating the diverse dimensions of social relations, governance and regulation with urban management priorities, and have a deep understanding of a case which exemplifies this framework.

## Class Contact

---

36 hours in intensive mode or equivalent.

## Syllabus

---

Cities are an expression of social structures and institutions. This subject applies concepts related to civil society, governance, culture, partnerships and participation to urban issues. The subject applies techniques as diverse as risk management, land administration, capacity building, corruption resistance, spatial analysis, asset management and community engagement. Demonstrating a strategic urban management approach focusing on high order outcomes and integration, policy responses are developed for a specific problem or issue.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Managing Large Cities PG (6195)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2005)

### Class Contact

---

36 hours in intensive mode or equivalent.

### Learning Outcomes

---

Through direct experience of a city's unique attributes and also how it typifies many cities, students deepen their understanding of the challenges of urban management, develop their skills in observation, analysis and policy formulation in highly complex environments, and consolidate their ability to apply concepts and skills developed through the courses.

### Syllabus

---

This is a fieldwork subject delivered in a city which is used as a case study for urban management. Through explanation, observation and direct contact students investigate urban management challenges, practices and achievements and parallel or competing institutions in the city. Working in teams students document, analyse and report on specific issues drawing on many disciplines and the practices of many professions, arriving at an overview of urban management problems and responses, and forming enduring contacts and networks.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Urban Logistics G (6196)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2005)

## Syllabus

---

The frictions of space - the cost, effectiveness and speed of transport and communications - have always driven urban development and continue to determine the structure of cities and their global relationships. Transport, logistics and communication issues dominate attempts to make cities more sustainable and more competitive. Demonstrating an urban management approach, this subject applies the principles and techniques of strategic planning and strategic management to the development of policies and infrastructure for the flows of people, commodities, goods, services and/or information. Examples and case studies from one sector are used to examine a specific aspect of urban logistics in depth.

## Class Contact

---

36 hours in intensive mode or equivalent.

## Learning Outcomes

---

Students understand the way in which communication in all its forms, and the functional distances between activities, drive the evolution of cities. They have developed a framework for integrating the diverse dimensions of communication with urban management priorities, and have a deep understanding of a case which exemplifies this framework.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Urban Management Practicum PG (6197)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2005)

### Class Contact

---

Supervised voluntary professional practice equivalent to an approved period normally of three weeks' full time placement in an urban management office.

### Learning Outcomes

---

Students see a competent professional office in action, observing and recording the functional and other relationships and taking part in the application of techniques for specific aspects of urban management. They have developed skills in teamwork, observation, recording empirical data and report writing, and they have developed their skills as a reflective practitioner.

### Syllabus

---

This subject combines study, field observation, professional practice and reflection. A placement in an approved workplace, for an approved duration normally of three weeks, provides supervised voluntary work experience and an opportunity to study a specific urban management issue or approach. A logbook and diary is maintained and certified by the employment supervisor. These documents, together with a report which refers to relevant literature and reflects on the experience, are assessed.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Urban Management Project PG (6198)

---

**Level:** P      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** Not offered (Also available in: 2003, 2006)

### Syllabus

---

Students work with their supervisor to formulate an approved topic, develop a work plan and define the outcomes of the project. The Project requires a literature review, a research question, a policy analysis and a framework which relates to the integrative approaches of urban management. The Project can be on a topic related to the student's profession and/or employment, and can be researched and completed in the student's home state or country. The Project results in the equivalent of a 10- 15000 word report and requires the equivalent of six weeks' full time reading, research, practice and writing over an approved period of time.

### Learning Outcomes

---

Students completing the Project have developed capacities for planning, researching and writing a major policy document and have consolidated their practice in integrating professions and institutions. Students (a) have a deeper appreciation of urban management approaches, (b) have a deep understanding of the chosen topic and (c) will have made a significant practical contribution to policy development in that area.

### Class Contact

---

Supervised research, reading, fieldwork and/or professional practice equivalent to six weeks' full time reading, research, practice and writing over an approved period of time.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Topics in Psychology B (6209)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

### Class Contact

---

By arrangement with supervisor.

### Syllabus

---

The syllabus is based on requirements of the Australian Psychological Society. Students undertake a supervised research project in psychology comprising topic definition, literature review, design and analysis, and report writing to a limit of 9,000 words. The research is to be conducted within appropriate ethical guidelines. The topic will reflect the mutual interests of supervisor and students.

### Prerequisite

---

Course entry requirements.

### Learning Outcomes

---

On successful completion of the subject, students will be able to design and execute a research project in psychology to a standard acceptable to the profession; independently analyse and interpret data derived from survey or experimental designs in psychology; and communicate the results in a form appropriate to the profession.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Acquisition of Skills 6: CIT (6210)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Class Contact

---

Equivalent to three hours.

### Syllabus

---

Students are exposed to activities that comprise content related to the acquisition of skills in a specific discipline specialisation, ie vocational skills in a specific technology specialisation; one of engineering and construction, or hospitality, or information technology, or multimedia. Students will undertake the requirements of vocational education and participate in a program of theory and practice. They will learn how to teach and develop specific technology specialisation skills.

### Learning Outcomes

---

On completion of this subject it is expected that students will be able to demonstrate skill development and identify techniques for teaching specific skills. They will achieve a specific technical qualification in vocational education to demonstrate skill development, and techniques and skills for teaching in a specific technology specialisation; in one of engineering and construction, or hospitality, or information technology, or multimedia.

## Unit: Acquisition of Skills 7: CIT (6211)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

Equivalent to three hours.

### Syllabus

---

Students are exposed to activities that comprise content related to the acquisition of skills in a specific discipline specialisation, ie vocational education skills in a specific technology specialisation; one of engineering and construction, or hospitality, or information technology, or multimedia. Students will participate in the requirements relevant to the selected technology specialisation, learn how to teach and develop the fundamental skills of the selected technology specialisation and learn to apply knowledge in the technology specialisation.

### Learning Outcomes

---

On completion of this subject it is expected that students will be able to: demonstrate skill development; apply knowledge of the rules and strategies for the selected discipline skills; identify and analyse techniques and skills for teaching the acquired skills in vocational education to demonstrate skill development; apply knowledge of the specific technology specialisation; and identify and analyse techniques and skills for teaching their specific technology specialisation.

## Unit: Indigenous Aust: Contemporary Issues (6212)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to a maximum of four hours a week.

### Syllabus

---

Aboriginal and Torres Strait Islander Studies is an important component of multicultural studies. Federal governments over the last decade have stressed its value for all Australians, not only as a study of intrinsic worth, but also as a means of facilitating positive inter-group relations and enabling people to better understand their own culture through contrast. This subject focuses on contemporary issues affecting the relationship between indigenous and non-indigenous Australians.

### Learning Outcomes

---

At the end of this subject it is intended that students will be able to critically reflect on historical and contemporary issues affecting the relationship between indigenous and non-indigenous Australians by identifying assumptions and values underpinning their own and others' cultural attitudes and practices; understanding the nature of European expansion and imperialism in the nineteenth century; identifying the main causes and forms of racism and the techniques which may facilitate attitudinal and behavioural change; adopting a socially responsible, personal position on inter-group relations; developing and implementing anti-racist strategies in a variety of community settings; and applying knowledge, skills and attitudes about indigenous Australians to school, workplace and community settings.

### Prerequisite

---

Completion of at least 6 credit points or permission of the subject convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Conservation Biology (6213)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

Conservation Biology employs advanced understanding of ecology and genetics to address conservation problems most obviously species extinction and the loss of biodiversity. It is also concerned with the social aspects of biological conservation. The subject is based around several major conservation scenarios. Topics covered will include principles and paradigms in conservation biology, ecological modeling, wildlife genetics, and adaptive management. Integration with real-world conservation case studies will provide a direct link between students, the complexities of conservation problems and possible future employers.

## Class Contact

---

Up to 6 hours of lectures, workshops and practical sessions a week, including one self-paced learning module comprising 15 hours; up to 5 days of field activities.

## Prerequisite

---

Ecology and Biodiversity 2.

## Learning Outcomes

---

At the end of this subject students will: have developed an advanced understanding of biological conservation; have the basic skills to incorporate ecological models and molecular genetic tools in the management of species for conservation; be able to conduct a detailed appraisal and analysis of real-world problems of conservation relevance; and have well-developed scientific thinking and writing skills and ability to work as part of a team.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Vegetation Science (6215)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Plants contribute more than 90% of the living biomass of the planet and in this subject we consider the ecological science that assists us to understand and manage this vegetation. Management can aim for biodiversity conservation (fire, weeds), biomass production (food, energy, materials), ecosystem processes (carbon, nutrients) or environmental protection (soil stabilisers, filters). The subject aims to provide students with a set of current theories and approaches to analysing vegetation in this context of natural resource management.

## Prerequisite

---

Ecology and Biodiversity 2.

## Learning Outcomes

---

At the end of this subject students will: be able to explain the current paradigms in vegetation ecology and their spatial and temporal scaling components; be able to justify appropriate measures and design and conduct field surveys for documenting patterns and processes in vegetation; be able to apply life histories and population dynamics to the management of vegetation using simple models; and be able to critically evaluate vegetation management practices from an ecological viewpoint.

## Class Contact

---

Up to 5 hours of lectures, workshops and practical sessions a week; up to 5 days of field activities.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Waterway Assessment (6216)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Ecochemistry.

## Syllabus

---

This subject aims to provide an understanding of the functioning of water systems within the framework of total catchment interactions. It also aims to develop ability in ecological assessment. Biological, chemical and physical processes important in these areas that determine how water systems function will be examined in the context of the Australian environment. The themes of the role of nutrients and habitat relationships run through most topics.

## Learning Outcomes

---

At the conclusion of the subject students should be able to integrate physical, chemical and biological aspects of water systems including interactions with their catchments; have an understanding of the application of constancy, periodicity and irregularity to water systems; have an understanding of hydrological and geomorphological assessment, water quality assessment, sampling biota, laboratory procedures, river, lake and estuary assessment; study design, predictions and indices, together with combined ecosystem assessment.

## Class Contact

---

Up to 6 hours of lectures, workshops and practical sessions a week, including self-paced learning modules; up to 5 days of field activities.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Wildlife Ecology & Management (6218)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Ecology & Biodiversity 1 and Biometry.

### Syllabus

---

This subject provides an advanced coverage of the ecological concepts and methods required for the adaptive management of biological resources, particularly wildlife. The focus is on qualitative and quantitative assessment and management of biological populations, including population and community dynamics, for conservation, production and health objectives. The subject provides professional education for those wishing to obtain employment as ecologists, environmental scientists and natural resource managers.

### Learning Outcomes

---

At the end of this subject students will: have the ability to explain and critique the ecological principles supporting the techniques used for the management of species and communities; have the practical ability to design studies and conduct statistical analysis using computers where appropriate; be able to critically evaluate wildlife management practices in various parts of Australia and overseas; be able to demonstrate problem-solving skills and professional attitudes.

### Class Contact

---

Up to 6 hours of lectures, workshops and practical sessions a week, including self-paced learning modules; up to 2 days of field activities.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Social Analysis of Information Systems (6220)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three hours a week.

### Learning Outcomes

---

The subject is designed to equip students with: a broad understanding of the social aspects of information-systems; an understanding of a range of qualitative approaches to investigating the work of designing and using information systems; an understanding of the social and ethical issues involved in information-systems; an appreciation of the contingency of information-systems and the importance of situating them in their wider context.

### Syllabus

---

Knowledge and the organisations of modernity and postmodernity; histories of information technology; observing the tribe of information systems designers; cognition in practice and preactices of distributed cognition. Materialisations of power - whose voices are privileged; configuring the users; keeping records - what difference does the material base make? Labour processes in a virtual business organisation; decision-support in a medical setting; post-human socialities.

### Prerequisite

---

24 credit points of previous study or permission of lecturer-in-charge.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Accounting for Managers G (6221)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018)

## Syllabus

---

The financial accounting section includes basic and generally accepted accounting concepts and principles so that students have a good understanding of internal and external financial reporting and are able to analyse and interpret financial statements for decision-making and communicating financial information with other managers. The management accounting section emphasises cost concepts and cost-volume-profit analysis, principles of working capital management, short-term decision making, long-term and capital decision making, budgetary control and planning techniques, responsibility centre accounting, product costing, and internal performance evaluation.

## Learning Outcomes

---

After successfully completing this subject students should be able to: distinguish between financial and management accounting; appreciate the uses and limitations of accounting information; analyse the accounting statements of a business to assist in making decisions as to the relative profitability and financial condition of an organisation; and apply managerial accounting techniques for planning and control in an organisational context. In addition, students will have enhanced their ability to think critically and creatively; to present, discuss and defend views; and to communicate accounting information effectively to other users and preparers, both orally and in writing.

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum



- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Accounting Systems & Practices G (6222)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Learning Outcomes

---

On successful completion of this subject students will be able to describe and document the components of the accounting cycle; demonstrate a sound understanding of the basic accounting process; measure a range of financial events, record transactions and prepare financial reports using both manual and computer-based systems; identify and manage related risks and critically evaluate systems of internal control; and build simple financial models to support management decision-making. Students will also enhance generic skills in group work, problem solving and information literacy.

### Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

### Syllabus

---

This subject deals with the accounting cycle and the concepts, principles and practices for measuring, recording and reporting financial events. Principles of risk management and internal control are also considered, as well as the benefits and limitations of accounting and spreadsheet software for transaction processing and decision support.

### Prerequisite

---

Accounting for Managers G.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Auditing PG (6223)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

## Learning Outcomes

---

On successful completion of this subject students will be able to explain the role of the financial statement auditor, understand the scope of the auditors responsibilities, describe the audit process, explain the basic procedures involved in auditing, and prepare, read and interpret an audit report. As well, the subject will strengthen key management competencies in decision-making, oral and written communication, report writing, critical thinking, problem-solving, planning and teamwork.

## Syllabus

---

Auditing PG provides students with an introduction to the concepts and practices of financial statement audits. Syllabus topics include the structure of the auditing profession, ethics associated with auditing, legal liability of auditors, audit reports, accepting and planning an audit, audit risks, control and substantive testing, audit sampling, and completing an audit.

## Prerequisite

---

Accounting Systems and Practices G.

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Finance PG (6224)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

## Syllabus

---

Business Finance PG aims to provide students with analytical techniques for the efficient financial management of business. These techniques are developed within the framework of modern theories of finance like portfolio theory and CAPM. Topics include the goals and functions of finance, corporate financial strategy, financial mathematics, methods of valuation, project appraisal, risk analysis, capital structure, methods of financing operations and role of financial markets, dividend policies, and derivative and convertible securities. Students should emerge from the subject with a thorough appreciation of the roles of debt, risk and performance measures in financial management.

## Learning Outcomes

---

On successful completion of this subject students will be able to apply a best practice framework for financial decision-making in the areas of capital investment, capital structure, dividend policies, and working capital management. Students will also have an appreciation of the relationship between, and measurement of, risk and return; the types and uses of derivative instruments; and globalisation in a financial context. Students will be able to read the financial press with confidence, and in addition will have enhanced a range of generic skills, with special emphasis on analytical skills such as the ability to interpret data and reports, and appreciative skills such as the ability to receive, evaluate and react to new ideas.

## Prerequisite

---

Accounting for Managers G or Statistical Analysis for Decision Making G or other appropriate prior study approved by subject convenor.

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Law G (6225)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester or equivalent.

## Learning Outcomes

---

On successful completion of this subject, students will be able to: understand the relevance of contract law to the world of commerce, the different kinds of contract and the elements of contract formation; demonstrate an understanding of the impact of contract law on business arrangements and decision making; understand the legal effect of representations surrounding contract formation and those made by the parties during the course of a contract; and understand the impact on contracting and commercial dealings of the Trade Practices Act 1974 and Sale of Goods legislation.

## Syllabus

---

The subject aims to provide students with an understanding of the basis of many kinds of commercial transactions and of some commercial entities, namely, the law of contract. The subject commences with a study of the nature and kinds of contract and the elements essential to contract formation, the legal effect of representations surrounding the formation of a contract and those made by the parties during the course of a contract, as well as the impact of the Trade Practice Act 1974 and the Sale of Goods legislation on contracts.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Business Research Project PG (6226)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Syllabus

---

This subject will allow a student to undertake a program of study, which goes beyond the boundaries of other semester subjects. The subject is directed to those students whose previous results have indicated that they have the potential to pursue independent research. Under the guidance of a supervisor the student will undertake a research project and present a 15,000 written report that will be assessed by at least two examiners. The subject aims to develop an appreciation of research methodology with particular reference to techniques and approaches of relevance to the individual student.

### Class Contact

---

Regular individual meetings with the supervisor as arranged.

### Learning Outcomes

---

On completion of this subject, students should be able to: demonstrate skills in critical reading; define a research question and associated objectives; design and undertake an independent and critical research study of substantial importance to a business organisation or to gain increased understanding of a specific topic; and write a 15,000 word academic report that addresses the research question and presents the findings of the investigation.

### Prerequisite

---

Students must be in the latter stages of their MBA and are normally required to have a credit average. Students must submit a project proposal for approval by the MBA Program Director prior to enrolment in the subject. This subject may only be undertaken with the permission of the MBA Course Convener and after the project proposal has been approved.

### Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum



- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Company Accounting PG (6227)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018)

## Syllabus

---

This subject is designed to extend the introductory material presented in previous accounting subjects, and examines the practice and theory of company accounting.

## Class Contact

---

Normally 39 hours in standard mode and equivalent in other modes.

## Learning Outcomes

---

After completing this subject students will have an understanding of the accounting standard setting framework; be able to apply the company accounting techniques covered in the course to corporations and governments; have sufficient understanding of company accounting to begin studying the company accounting components of CPA Australia's CPA program and the ICAA's CA program; and be aware of some of the research literature, research data sources and research techniques used in company accounting research.

## Prerequisite

---

Accounting Systems and Practices G.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contemporary Issues in Accounting PG (6228)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Syllabus

---

This subject provides a study of contemporary issues in financial and management accounting, logic and theory development, perspectives on accounting regulation, and public sector accounting, as well as providing a critical analysis of extant and alternative accounting systems.

### Learning Outcomes

---

On successful completion of this subject students will have: an understanding of approaches to theory development; knowledge of alternative measurement systems and financial and non-financial performance measurement systems; an awareness of and ability to critically analyse contemporary issues in financial and management accounting; an awareness of and ability to critically analyse accounting regulatory frameworks; the ability to apply and critically analyse concepts and techniques introduced in prerequisite subjects; and enhanced generic skills in communication, research, information technology and analysing information.

### Class Contact

---

Normally 39 hours per semester.

### Prerequisite

---

Accounting Systems and Practices G, Management Accounting PG.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contemporary Issues in Marketing PG (6229)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Prerequisite

---

Marketing G.

### Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

### Learning Outcomes

---

Students will be able to critically evaluate current concepts, theories and practices in marketing based on research. Students will gain awareness and understanding of issues beyond the scope of topics covered in traditional marketing subjects. Students will be conducting a comprehensive literature review of current marketing issues drawing on current international journals, giving them up-to-date research skills.

### Syllabus

---

The subject provides students with a framework to analyse the current trends in marketing. It builds on the concepts which have been developed in other marketing subjects and explores issues such as B2B marketing, public sector marketing, relationship marketing, environmental marketing, financial services marketing. Case studies will be used extensively to highlight the changing nature of the marketing discipline as well as articles from leading marketing journals.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Consumer Behaviour G (6230)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Learning Outcomes

---

On completion of this subject, students should be able to understand consumer behaviour theories and their implications for marketing; implement consumer behaviour findings into marketing strategies; and develop an analytical understanding of consumer behaviours.

## Corequisite

---

Marketing G if not previously completed.

## Syllabus

---

What makes consumers purchase one product over another? Issues that are explored in this subject include: what process do consumers go through when selecting products? How important is the consumers culture or social status when designing a marketing strategy? Is the role of emotion and humour essential in a marketing campaign? Why should customer complaints be the number one priority for everyone in organisations? This subject is supported by theories and articles aimed at providing students with an analytical background to develop effective marketing strategies.

## Prerequisite

---

Marketing G.

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Corporate Law & Practice G (6231)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018)

### Prerequisite

---

Business Law G.

### Class Contact

---

Normally 39 hours of classroom and structured learning per semester or equivalent.

### Syllabus

---

This subject familiarizes students with the law affecting the main types of commercial organisations used by the private sector. Partnerships and corporations are examined, with most attention being given to the latter. The practical and theoretical aspects of the law relating to the internal structure and the external relations of these organisations will be studied. The topics in relation to corporations will include incorporation, the constitution of the company, share capital and loan finance, issues to the public, the rights, duties and liabilities of directors, other officers and shareholders, the accounts and audit requirements, corporate finance, company liquidations, takeovers and securities regulation.

### Learning Outcomes

---

On successful completion of this subject, students will be able to: understand the essential features of corporations law and the law relating to partnerships and the levels of legal accountability that arise in these organisations; understand the legal aspects of corporate finance, company liquidations, takeovers and securities regulation; be aware of the nature of reform proposals and policy issues associated with corporations law and be able to critically analyse existing law and reform proposals from a legal and policy perspective; and demonstrate an ability to analyse a factual problem involving corporations and/or partnerships law and apply the law to resolve the issues.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Development Management PG (6232)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

## Syllabus

---

This subject provides students with an introduction to and understanding of administration in developing countries. Topics covered include the policy process, bureaucracy and its reform, planning, decentralisation, NGOs and public enterprise reform.

## Class Contact

---

At least 39 hours per semester of lectures, seminars and structured learning.

## Learning Outcomes

---

On completing the subject students will have an awareness of the turbulent and complex socioeconomic and political environments of Third World nations; familiarity with the major contemporary institutions for development administration and with the practices and problems of development administration; knowledge of current reform measures and proposals aimed to improve administration in developing countries; a critical orientation to analysing issues and problems in the management of development.

## Prerequisite

---

Course entry requirements.

## Unit: E-Law for Government & Business G (6233)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject aims to equip students with a broad understanding of the laws governing e-government and e-business. Operating from a framework of risk management and strategic management, the topics covered include: innovation, globalisation, internationalisation, legal risk management, intellectual property, online contracts, e-payments, domain names, B2B arrangements, e-government and cyber crime.

### Prerequisite

---

Normally Introduction to Business Law, or any introductory law subject.

### Class Contact

---

Normally 39 hours of teaching contact per semester.

### Learning Outcomes

---

On successful completion of this subject, students will have developed the basic legal literacy required of managers operating in an Information Age. This legal literacy will assist them in both analysing risk and achieving business/organisational objectives in an e-business or e-government environment.

## Unit: Economics for Managers G (6234)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2019)

## Learning Outcomes

---

At the end of this subject students should have learned the basic skills of economics and how to apply them in practical business situations. Students should also understand the forces that shape the Australian economy; appreciate how social, economic, legal and political forces interact and appreciate the role of key economic institutions. Students should understand the economic and policy environment, both in Australia and internationally, and how it relates to the decision making of businesses.

## Syllabus

---

The content of this subject is especially designed for graduate students and provides an examination of economic principles and theories essential to an understanding of current economic problems and economic policy analysis. The syllabus includes both microeconomics and macroeconomics. The essentials of microeconomics are examined including the theory of market systems and the price mechanism, consumer demand theory, resource allocation and the theory of the firm concentrating on production and cost analysis principles. The macroeconomics component examines the inter-relationship between the main economic variables. Microeconomic reform and fiscal and monetary policy measures are examined and related to Australia's economic problems of unemployment, inflation and slow economic growth.

## Class Contact

---

At least 39 hours of classroom and structured learning per semester.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Entrepreneurship G (6235)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015)

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Prerequisite

---

Marketing G.

## Learning Outcomes

---

On completion of this subject students should be able to demonstrate an understanding of the nature of entrepreneurship and its role in business; demonstrate an understanding of entrepreneurial behaviour including approaches to teamwork, communication, creativity, innovation, risk-taking and ethical responsibility; identify and describe the important elements in formulating and evaluating an entrepreneurial business plan for a start-up organisation or for a new project in an established organisation; identify and describe the important elements of managing rapid growth and overcoming obstacles in an entrepreneurial environment; identify and describe significant sources of information and assistance in Australia.

## Syllabus

---

The subject covers a wide range of creative problem solving methods including problem definition techniques, idea generation methods, and the evaluation and implementation of ideas. Topics include creativity and its importance in business; blocks to, and theories of, creativity; objective finding, fact finding and problem definition; mind mapping; analogies and morphological analysis; brainstorming; lateral thinking; evaluating and implementing new ideas; and dealing with resistance to change.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Human Resource Economics PG (6237)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007, 2008)

### Prerequisite

---

Course entry requirements. In general, students will be admitted to the subject only if they have completed Economics for Managers satisfactorily. In exceptional circumstances, students lacking these prerequisites may be admitted to the subject with the permission of subject convener.

### Class Contact

---

At least 39 hours per semester of lectures, seminars and structured learning.

### Learning Outcomes

---

On completion of this subject, students should have an understanding of the economic principles relating to how markets for human resources work. They should understand some of the major issues of labour market policy including the role of discrimination, the role of trade unions and how pay relativities are determined. They should understand the major determinants of employment and the distribution of income within a country. Students should be equipped with the ability to apply economics concepts to real world issues.

### Syllabus

---

This subject covers the economic approaches to human resource issues within organisations and the ways in which human resource decisions influence labour market outcomes. The emphasis will be on professional and policy related issues in Australia and overseas.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Human Resource Management G (6238)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Learning Outcomes

---

On successful completion of this subject students will be able to identify the key HRM functions and operations; have a solid theoretical and practical knowledge of the key concepts and debates in human resource management; be able to identify the linkages between HRM functions and operations and organisational objectives and strategies; strengthen key management competencies in decision-making, oral and written communication and persuasion, critical thinking, problem-solving, planning and teamwork.

### Class Contact

---

At least 39 hours of classroom and structured learning a semester.

### Syllabus

---

Human Resource Management provides students with an introduction to debates regarding the development of management thought, the key theoretical principles underpinning human resource management, employee motivation and performance management, managing diversity and equal employment opportunities within the workplace, managing employee recruitment and selection, learning and career management, organisational culture, employee involvement, the law of employment, industrial relations, labour flexibility, downsizing and organisational restructuring, and international dimensions of human resource management.

### Prerequisite

---

Course entry.

### Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Identity Politics & Public Policy PG (6239)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014)

### Learning Outcomes

---

Understand the role of identity politics and political differences in contemporary Australian political life and public policy; be able to situate contemporary Australian national identity; be aware of the interactions between the politics of national identity, Aboriginality, Asian identities, race, ethnicity, multiculturalism, immigration and sexual identities; understand identity politics in its historical, political, cultural and social context; have knowledge of the political implications of the deconstructionist critique of identity politics in international context; have acquired generic skills required to undertake critical reading, writing and research design.

### Syllabus

---

This subject provides a comprehensive overview of identity politics and political differences in contemporary political life and public policy by examining the complex interplays of Australian national identity, Aboriginality, Asian identities, race, ethnicity, multiculturalism, immigration, sexual identities including gender, masculinities and gay and lesbian identities. The lectures will provide an overview of the key debates and policy developments in political, historical, social and cultural context. The course will explore how political identities are represented in the public policy process examining both theoretical and practical implications, as well as engaging with deconstructionist critiques of identity politics. The central question is how to negotiate the identity politics that are now in place and whether other forms of politics are feasible.

### Prerequisite

---

Course entry requirements.

### Class Contact

---

At least 39 hours per semester of lectures, seminars and structured learning.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Plants and Animals (623)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

## Class Contact

---

Two one-hour lectures and one three-hour practical a week.

## Syllabus

---

This subject introduces students to the diversity of the living world, the history of life on earth, and the interactions between organisms and their environment.

## Learning Outcomes

---

At the end of the subject it is expected that students will be able to interpret the structure and function of organisms based on a knowledge and understanding of the major taxa; apply their understanding of ecological and evolutionary principles to interpret the diversity of life; and continue developing and applying the skills of collection and recording biological data, the interpretation and analysis of data and arguments, oral and written presentation of findings, and team work.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Industrial Relations G (6240)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Class Contact

---

At least 39 hours of classroom and structured learning a semester.

## Syllabus

---

The subject covers theories of industrial relations; labour history; employment law; the roles and functions of employer associations, trade unions and industrial tribunals in industrial regulation in Australia; the emergence and spread of enterprise and individual bargaining; the uptake of work and family policies; and occupational health and safety.

## Learning Outcomes

---

On successful completion of this subject students will develop an understanding of industrial relations institutions such as employer associations, trade unions and industrial tribunals; principles of employment law; practical skills in negotiation, advocacy and workplace bargaining; an understanding of occupational health and safety, an awareness of Australian labour history; explore debates surrounding labour flexibility and managerial prerogatives; work and family policies; and both collective and individual agreement-making.

## Prerequisite

---

Course entry.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Business G (6241)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Prerequisite

---

Nil.

### Syllabus

---

This subject introduces a range of topics relevant to international business and management in the context of globalisation. Topics will include: international trade and investment, the global monetary system, strategy and structure of international business, entry modes and strategic alliances, human resource management and international marketing. It treats these topics at both a practical and theoretical level so that an understanding is developed of the environment within which managers in international business function. Students will use a range of cases in order to demonstrate an understanding of the international business relations of individual enterprises.

### Learning Outcomes

---

This subject introduces a range of topics relevant to international business and management in the context of globalisation. Topics will include: international trade and investment, the global monetary system, strategy and structure of international business, entry modes and strategic alliances, human resource management and international marketing. It treats these topics at both a practical and theoretical level so that an understanding is developed of the environment within which managers in international business function. Students will use a range of cases in order to demonstrate an understanding of the international business relations of individual enterprises.

### Class Contact

---

At least 39 hours of classroom and structured learning per semester.

### Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum

- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Financial Management PG (6242)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject deals with the financial management of multinational business activities, the operation of international financial markets and the impact of international transactions on domestic firms. It covers issues such as measuring and managing risks arising out of international trade, financing and investment decisions that multinational firms need to make and the international business environment in general.

### Class Contact

---

At least 39 hours of classroom and structured learning per semester.

### Learning Outcomes

---

On completion of this subject students should understand the problems associated with the financial management of multinational business activities; have an appreciation of the impact of international diversification of investments by a local firm; understand foreign exchange contracts and exchange rate quotations; be able to explain the relationship between the spot rate, the forward rate, interest rates and inflation rates; be able to suggest ways to manage foreign exchange risk, in particular by using currency options and futures; be able to explain the differences between transaction exposure, exchange rate exposure and translation exposure; understand the impact of international operations on the accounting reports of the local firm; and have increased generic skills in problem solving and written and oral communication.

### Prerequisite

---

Business Finance G.

### Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit: International Marketing PG (6244)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2019)

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Syllabus

---

This subject aims to provide a comprehensive review of the theory and practice of international marketing. Topics include the economic analysis of international trade and Australian business involvement, environmental factors affecting international marketing, strategic planning and organising for international marketing, decisions on segmentation, product policy and product planning, pricing, channels of distribution, international advertising and coordinating and controlling global marketing operations. It also focuses on international market research, multi country data analysis and international marketing information systems.

## Prerequisite

---

Marketing G.

## Learning Outcomes

---

This subject provides students with a framework to analyse the international marketing environment; choose markets appropriate in the international sphere for a particular product; design appropriate market entry strategies for a particular market; identify organisational limitations to successful international marketing; identify barriers of entry to various markets; understand the ethical questions in international marketing; and develop a comprehensive international marketing plan for a hypothetical or real organisation.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum

- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Trade Law PG (6245)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016)

## Learning Outcomes

---

On successful completion of this subject, students will have an understanding of: the public and private law components of international trade and commerce; international treaties, including customs laws, regulating international trade and commerce; common law and civil law aspects of international transactions such as the sale of goods, forms of payments, insurance and securities over international transactions in traditional and electronic forms; the forms and nature of international dispute resolution.

## Syllabus

---

The object of this subject is to provide students with an understanding of the legal environment in which international trade and commerce are conducted by business entities in both civil and common law countries. The course will examine the private and public law aspects of international trade and commerce. The private law component will deal with transactions, such as sale of goods, forms of payments, and related issues such as customs, shipping law and insurance law and private international law aspects with particular reference to dispute resolution. The public law component will consider the impact of international obligations, both multilateral and bilateral, on the conduct of trade and commerce. It will also consider the principles of international law relating to contracts and dispute settlement and arbitration.

## Class Contact

---

At least 39 hours of classroom and structured learning per semester or equivalent.

## Prerequisite

---

Completion of first year of a masters program.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Internet Marketing PG (6246)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018)

## Prerequisite OR Corequisite

---

Marketing G

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Learning Outcomes

---

After completion of this subject students will be able to: understand how to apply marketing strategies to internet commerce; be able to identify the elements of customer oriented websites; understand security issues in e-commerce; be able to conduct a situation analysis and identify opportunities in the e-business area; conduct a web audit of an organization; explain how to create site traffic; identify new business trading processes that will emerge on the internet in the future; identify pricing issues and regulatory issues affecting internet marketing.

## Syllabus

---

The goal of the subject is to serve as a bridge between new technology and relevant areas of existing knowledge. It develops a framework for understanding the forces driving the Internet revolution in marketing and business. It introduces the many new tools, challenges and techniques needed to update conventional marketing approaches. Topics covered include: customisation and community building, distribution and channel conflict, the role and scope of the internet in marketing research, security issues and electronic payment systems, business models for internet commerce, database integration, the importance of the internet and intranets in business to business marketing and the integration of online and offline will be a focus of this subject. Generating site traffic through a variety of means will also be discussed.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum

- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to E-Business G (6247)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, 2005, 2006, 2007)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On successful completion of this subject participants will be able to: appraise the benefits and limitations of electronic business; describe the infrastructure and software requirements of electronic business systems; identify and manage the risks associated with electronic business; develop business plans for implementing electronic business; and demonstrate an appreciation of the international, legal and social environment in which electronic business operates.

## Prerequisite

---

Nil.

## Class Contact

---

At least 39 hours of classroom and structured learning per semester or equivalent.

## Syllabus

---

This subject provides a basic grounding in electronic business concepts, tools and practices and establishes a platform for more detailed analysis of the legal, marketing and/or technical aspects of electronic business. Topics include the emerging role of electronic business, the infrastructure and technology of electronic business systems, security and control considerations, electronic marketing, purchasing and payments systems, electronic agents, and implementation planning.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum



- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Issues in Industrial Relations PG (6249)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

39 hours of classroom and structured learning per semester.

## Syllabus

---

The subject explores impact of globalisation and the international division of labour on industrial relations outcomes in both industrialised and newly industrialising countries; the role of global institutions, such as the International Labour Organisation (ILO), in the establishment and enforcement of labour standards; industrial relations institutions, such as the state, employers and trade unions, and processes, such as collective bargaining, in countries in Asia, Europe and North America.

## Learning Outcomes

---

Upon completion of this subject students will have a detailed understanding of the impact of globalisation and the international division of labour on industrial relations outcomes in a range of industrialised and newly industrialising countries. Students will also have an appreciation of the role of global institutions, such as the International Labour Organisation (ILO), in the establishment and enforcement of labour standards. Students will also develop a solid understanding of industrial relations institutions, such as the state, employers and trade unions, and processes in a range of countries in Asia, Europe and North America.

## Prerequisite

---

Human Resource Management G, Industrial Relations G.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Leadership & Change Management PG (6251)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007)

### Syllabus

---

This subject explores the concept of leadership and its application to contemporary organisations. It examines the meaning of leadership and looks at the different types of leadership in organisations. Leadership is also linked to innovation and creativity. There is a particular concern with the ways in which leaders influence change in organisations and how they manage that change. The international dimension of leadership and change is addressed throughout the subject.

### Class Contact

---

At least 78 hours per semester of lectures, seminars and structured learning.

### Prerequisite

---

Course entry.

### Learning Outcomes

---

On completion of the subject students will have: Understanding of the concept of leadership and the application of leadership principles; familiarity with explanatory models of leadership behaviour; understanding of the relationship linking leadership with innovation and organisational change; the capacity for critical analysis of issues relating to leadership in contemporary organisations especially in the public sector. This subject provides students with an understanding of the role of leadership in modern organisations and society. Leadership is regarded as essential for organisational success. Therefore, graduate students in management degrees must be familiar with the theories and practice of leadership.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Management Accounting PG (6253)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

### Learning Outcomes

---

On completion of this subject students will have an understanding of costing and cost allocation systems under a variety of decision making contexts, and a knowledge of modern management accounting techniques including customer profitability analysis, activity-based costing and the balanced scorecard. Students will also develop the ability to interpret data, analyse reports, and present and defend proposals they have constructed.

### Syllabus

---

This subject addresses fundamental management accounting techniques together with more recent developments in the field. An essential part of the subject is a focus on management planning and control. Product costing, activity-based costing, target costing, financial and non-financial performance measurement systems and a review of balanced scorecard approaches to organisational performance and management will form the framework for the subject.

### Prerequisite

---

Accounting for Managers G.

### Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Management Dissertation PG (6254)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2016, 2017, 2018, 2019)

## Learning Outcomes

---

On successful completion of this subject students will have conducted a substantial research project and written up the results; will know how to design and conduct research projects in the field of public sector management; will be able to ground theoretical elements of management in particular case study organisations; will know how to interpret and present the results of research in management, including recommendations for future organisational action.

## Syllabus

---

Under the guidance of a supervisor, a student will complete a dissertation of approximately 15,000 words. The topic will have previously been approved by the MPA course convenor.

## Class Contact

---

N/A.

## Prerequisite

---

Permission of course convenor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Management Ethics PG (6255)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016)

### Prerequisite

---

Completion of first year of a masters program.

### Class Contact

---

At least 39 hours of classroom and structured learning per semester.

### Syllabus

---

This subject provides students with an understanding of the major ethical theories of teleology and deontology and exposes them to the ethical issues that arise within the functional areas of business and management. The subject provides the opportunity to explore a wide range of contemporary case materials in which managers try to reconcile the demands of expediency and the demands of principles. The subject aims to assist students to acquire and develop critical thinking skills required for the successful practice of business within the framework of societal values. These skills include the ability to perceive the ethical implications of a situation, engage in sound moral reasoning and develop practical problem solving strategies. Topics include: ethical theory, corporate social responsibility, international business and global ethics, whistleblowing, affirmative action, privacy, marketing, product safety, accounting & finance and environmental protection.

### Learning Outcomes

---

On completion of this subject students should be able to: recognise important ethical issues that arise in various business contexts and management practice; demonstrate an understanding of the ethical, social and economic environments in which those occur; apply critical thinking skills required for the successful practice of management within the framework of societal values; be confident in introducing ethical considerations into managerial decision making and explaining their importance to others; and use their ethical imaginations in resolving dilemmas and enhancing business decision making.

### Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Management Project PG (6256)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Class Contact

---

At least 39 hours per semester.

## Learning Outcomes

---

On successful completion of this subject students will have conducted a research project and written up the results; will know how to design and conduct research projects in the field of management; will be able to ground theoretical elements of management in particular case study organisations; will know how to interpret and present the results of research in management, including recommendations for future organisational action.

## Syllabus

---

Under the guidance of a supervisor, a student will complete a practical project on an appropriate management topic. The approximate length of the project will be 5,000 words although the length of a more practical project may vary according to the nature of the topic selected. Topics must be approved by the Head of School. Students are encouraged to undertake a practical or reflective project based on their work experience, or based on an organisation to which they can gain significant access.

## Prerequisite

---

Course entry requirements.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Management Theory & Practice G (6257)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Prerequisite

---

Course entry requirements. In general, student will be admitted to the subject only if they have at least two years of professional work experience.

### Class Contact

---

At least 39 hours per semester.

### Learning Outcomes

---

Upon completion of this subject, students who have applied themselves to learning will have developed or improved their skills in: analysis and problem-solving; inferring general principles from practical situations, articulation those principles in abstract terms, and re-applying them in different contexts; seeing a range of options in solving a problems, rather than seeking a 'right' solution; applying basic and enduring principles of management; recognising genuine innovations in theory and practice and distinguishing innovation from re-presentation of established theory and practice; mobilising group resources through leadership working in teams; negotiating and communication.

### Syllabus

---

This subject covers the main theories of management, in an analytical and critical context. Topics covered include motivation, trust, leadership, organisation theory, ethics, systems theory, planning and strategy.

## Unit: Managerial Economics PG (6258)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** Not offered (Also available in: 2007)

## Syllabus

---

This subject presents theoretical economic models of market behaviour and applies them to real world situations. It focuses on market structures where strategic behaviour is important. It develops principles for key decisions such as choice of pricing strategies, advertising expenditure, and product differentiation. It also uses an economic framework to examine decisions within a firm, for example in human resource management and training. The relationship between individual firms and government is also explored.

## Learning Outcomes

---

On completion of this subject, the student should have an understanding of how economic principles and a range of theoretical models can be applied to managerial decision-making. The subject will focus particularly on areas of decision-making where strategic behaviour is important.

## Prerequisite

---

Course entry requirements. In general, students will be admitted to the subject only if they have completed Economics for Managers satisfactorily. In exceptional circumstances, students lacking these prerequisites may be admitted to the subject with the permission of subject convenor.

## Class Contact

---

At least 39 hours per semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Managers & the Law G (6259)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

In being sensitised to the legal dimension of decision-making students will be introduced to the legal process and will learn the legal research skills appropriate for a non-lawyer. They will also learn about specific areas of the law relevant to conducting business. Of particular importance is that they will be better able to recognise the legal significance of matters and events.

## Syllabus

---

This subject provides an introduction to the Australian legal systems. Its particular focus is the way in which law influences business decision-making. The areas which are dealt with in the subject are the nature of law and the legislative and judicial process; the common law principles of contract law and the effect of statutory intervention on those principles; the concept of liability; and the law's approach to the organisation of business. The course will also deal with selected topics drawn from the areas of financial institutions, taxation, insurance, consumer protection and competition.

## Prerequisite

---

Nil.

## Class Contact

---

At least 39 hours of classroom and structured learning per semester.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)



## Unit: Managing Government Finance G (6260)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015, 2016, 2017, 2018, 2019)

### Class Contact

---

At least 39 hours per semester of lectures, seminars and structured learning.

### Learning Outcomes

---

On completing the subject students will have developed their skills in (1) resolving public sector financial and economic problems (2) managing physical and other resources efficiently (3) negotiating and communicating with others on economic and financial issues.

### Prerequisite

---

Course entry requirements.

### Syllabus

---

This subject is primarily concerned with financial and economic management in the public sector, designed for general managers rather than financial management specialists in government. It deals with the economic role of government in the economy, costing of government programs, pricing public goods and decision making concerning fiscal issues.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing G (6261)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2019)

## Learning Outcomes

---

Students will be able to understand the basic concepts employed in marketing; understand the constraints in which marketing operates; analyse case studies; conduct a marketing audit of an organisation; and develop a marketing plan.

## Prerequisite

---

Nil.

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Syllabus

---

The aim of this subject is to give students a thorough knowledge of the basic principles and concepts of marketing. The focus is on developing an analytical capacity for improved managerial judgement in problem solving and decision-making. The subject includes such topics as the marketing environment, analysing marketing opportunities, and managing the marketing mix. Specific emphasis is placed on the development of promotion, product, distribution and pricing strategies. The subject is also designed to provide students with a sound knowledge of various marketing systems such as consumer marketing, industrial marketing, non-profit marketing, public sector marketing and services marketing.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing Management PG (6262)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018)

## Syllabus

---

The focus of the subject is on strategic decisions; decisions which have a long-term impact on the organisation and which are difficult and costly to reverse. The strategic decision making process is supported by a situation analysis, the formulation of a business mission, strategic and operational objectives and strategy development in the key areas of competitive advantage, product/market, growth, and investment. The models and methods covered include scenario analysis, impact analysis, the competitive strength grid, the matrix of competitive environments.

## Learning Outcomes

---

On completion of this subject, students will be able to analyse complex case study material; formulate mission statements and objectives for their organisation; identify constraints for successfully implementing marketing strategies including the conduct of an internal analysis; develop and apply systematic approaches for formulating customer driven marketing strategies that achieve business objectives; explore issues in new product development, brand equity, customer satisfaction quality and value issues; develop pricing strategies; and identify growth opportunities for their organisations.

## Prerequisite

---

Marketing G.

## Class Contact

---

Normally 39 hours of classroom and structured learning per semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Marketing Research Methods PG (6263)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016)

### Prerequisite

---

Marketing G.

### Syllabus

---

Students will engage in an industry based experiential-learning project. This subject will introduce students to qualitative and quantitative research techniques, as well as computer-based analysis software. These skills will be developed and will be used to solve a marketing problem and assist in the marketing strategy development.

### Learning Outcomes

---

Students who complete this subject will be able to: define a research problem or opportunity; set research objectives; develop research methodologies and instruments conduct secondary and primary research; enter data into statistical software system analyse data and extract significant outputs; write and present in a professional manner the recommendations; work in a team and develop strong client interaction skills; reflect on the learning.

### Class Contact

---

At least 39 hours of classroom and structured learning per semester.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Organisational Behaviour G (6264)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Class Contact

---

At least 39 hours of classroom and structured learning per semester.

## Syllabus

---

Organisational Behaviour is the systematic study of human behaviour at the individual, group and organisational level. It begins with a focus on the analysis of individual behaviour characterised by factors such as perception, attitudes, personality, learning, stress and motivation. Next, the analysis of behaviour at the group level examines culture, leadership, the dynamics of group processes and communication. Finally, topics covered at the organisational level of analysis include the distribution of power, the impact of politics, conflict management and processes involved in organisational change and development.

## Learning Outcomes

---

On completion of this subject it is expected that students will be able to: demonstrate an understanding of the behaviour of people both as individuals and as members of groups in organisations for the purpose of predicting, explaining, and controlling behaviour that occurs in organisations; demonstrate an understanding of the nature and impact of organisational processes that influence work and behaviour; and integrate the theory of organisational behaviour with management practice.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Project Evaluation & Management G (6265)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014)

### Prerequisite

---

Economics for Managers G, or permission of lecturer.

### Learning Outcomes

---

On completion of this subject, students should have an understanding of a set of evaluation concepts that will assist them with problem-solving in most workplaces.

### Syllabus

---

This subject is designed to develop an understanding of and ability to apply project evaluation techniques to management decision-making. Topics covered include evaluation frameworks, decision criteria, valuation techniques, distributional analysis, environmental impact assessment and ethics. The subject is oriented to the practical issues of project appraisal in the context of private and public decision-making.

### Class Contact

---

Normally 39 hours of classroom and structured learning per week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Public Administration G (6266)

---

**Level:** G      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered (Also available in: 2009, 2010)

## Learning Outcomes

---

At the end of the subject students should be able to understand the principles and values underpinning traditional and contemporary models of public administration; comprehend the agendas, values and processes involved in the current reform of public sectors; critically appreciate the patterns of change across systems and over time; demonstrate basic competencies in the written and oral presentation of academic work.

## Syllabus

---

This is a compulsory subject in the MPA that introduces students to the discipline of public administration. It examines the role of the state and of the public sector and introduces some of the key issues with which governments and academics have been dealing in the past 20 years or so when traditional models of public administration have been challenged. While the emphasis is on Australian developments, they are represented in such a way that they may be seen as part of more general re-design processes in public administrative systems. The question of initiating and managing change will be considered in relation to a number of countries' reform programs. The content will reflect current issues, and addresses managerial change, political-bureaucratic relationships, ethics and accountability, and a range of other matters arising out of the challenges of public sector change associated with current reforms of public sectors across the world.

## Prerequisite

---

Course entry requirements.

## Class Contact

---

At least 78 hours per semester of lectures, seminars and structured learning.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Public Admin at the Interface PG (6267)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered (Also available in: 2009)

### Prerequisite

---

Course entry requirements.

### Learning Outcomes

---

At the end of the subject students should be able to understand the concepts underpinning the greater permeability of the public-private sector interface. Students will also be able to demonstrate basic competencies in the written and oral presentation of academic work.

### Syllabus

---

In the past several decades, governments in Australia and some overseas, have reconfigured their public sectors to accommodate new means of service delivery involving greater use of private sector organisations. As a result, the interface between the public and private sectors has become more permeable raising important issues for public administration. This subject focuses on those changes through examining contemporary approaches to government, in particular, concepts such as privatisation, outsourcing, public-private partnerships, government-business relations and public enterprise. It will be taught in intensive delivery mode and make significant use of workshops, seminars, syndicate groups and case study approaches.

### Class Contact

---

At least 78 hours per semester of lectures, seminars and structured learning.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Public Policy PG (6268)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015, 2016, 2017, 2018, 2019)

## Syllabus

---

Topics covered include policy design; the role of values in policy making; the management of policy development and the implications for evaluation of managerial change. Extended case studies are used to develop and exemplify concepts, techniques and approaches.

## Learning Outcomes

---

On successful completion of this subject students will have an enhanced capacity to generate appropriate policy advice and to manage policy processes; knowledge and understanding of the techniques used in program evaluation and an understanding of the broad forces and institutional structures influencing policy learning and capacity in a range of countries. This subject has relevant practical knowledge and skills for public, private and non-profit sectors, and provides a sound foundation for advanced study.

## Prerequisite

---

Course entry requirements.

## Class Contact

---

At least 39 hours per semester of lectures, seminars and structured learning.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Methods PG (6270)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015, 2016, 2017, 2018, 2019)

## Learning Outcomes

---

On successful completion of this subject students will have acquired knowledge of a range of theoretical perspectives and their relationship to methodology and practice, covered a range of research methods and design questions, and developed an in-depth knowledge of qualitative research.

## Syllabus

---

The subject introduces students to the meaning of 'theory', its links with methodology via techniques of research and distinctions between research and policy action. The aim is to allow students to formulate a topic for research by thesis. Specific topics will include the writing of a thesis, the logics of social investigation, forms of explanation including causality, correlation and 'verstehen'. There is also a non-mathematical introduction to statistical concepts sufficient to enable critical literature review. An overview of qualitative research, its techniques and their strengths and limitations is also provided.

## Prerequisite

---

Course entry requirements.

## Class Contact

---

At least 39 hours per semester of lectures, seminars and structured learning.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Services Marketing PG (6272)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018)

## Syllabus

---

This subject aims to provide students with a comprehensive review of current theory and practice in services marketing. The distinctive needs of service industries for marketing planning and strategy will be explored in detail, as will customer relationship management. Challenges such as maintaining service quality and handling customer complaints will be considered, as well as the impact on services of information technology and globalisation. The subject will have a current Australian focus and make extensive use of actual examples from services industries in our region.

## Prerequisite

---

Marketing G.

## Class Contact

---

At least 39 hours of classroom and structured learning per semester.

## Learning Outcomes

---

Students will be able to: understand the special marketing needs of service industries; understand customer behaviour and relationship management in the service sector; develop marketing strategies for service industries; analyse the impact of recent environmental changes on service industries; analyse complex case studies in the field of services marketing; and solve problems related to the management of services.

## Corequisite

---

Marketing G if not previously completed.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Special Topics in Business G (6273)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016)

## Learning Outcomes

---

On completion of this subject, students will have developed a solid understanding of relevant theory; a thorough knowledge of related practices and techniques and experience in applying practices and techniques in a specific business setting.

## Class Contact

---

At least 39 hours of classroom and structured learning per semester.

## Syllabus

---

This subject offers topics which reflect the research interests of, and activities of, school staff and / or visiting academic staff, enabling students to investigate in detail specialised topics which would not normally be offered as part of the School's subject offerings.

## Prerequisite

---

Permission of the course convener.

## Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Staffing, Training & Development PG (6274)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Prerequisite

---

Human Resource Management G.

### Learning Outcomes

---

On successful completion of this subject, students will be able to demonstrate knowledge and understanding of human resource planning. They will be able to deliver a prescribed training program and discuss the role of the manager in coaching and counselling and the place of the consultant in the provision of training. Students will also be able to develop performance management techniques. Students will acquire the skills and knowledge to design, deliver, evaluate and manage training programs within the workplace. This will enable them to participate effectively in the planning and implementation of career management and learning and development programs.

### Class Contact

---

At least 78 hours of classroom based and structured learning per semester.

### Syllabus

---

Staffing, Training and Development explores workforce profiling, applicant recruiting and tracking, electronic recruiting, employee selection and placement, predictive validation, selection interviews, assessment centres and personality testing. The subject also examines learning theory, training needs analysis; training design, assessment and evaluation; the role of the manager as coach and the outsourcing of training provision to external providers. In addition, it explores approaches to management development and succession planning and techniques for measuring return on training investment.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Statistical Analysis & Decision Making G (6275)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2019)

### Class Contact

---

At least 39 hours of classroom and structured learning per semester.

### Prerequisite

---

Nil.

### Learning Outcomes

---

A student will be expected to be able to understand the nature and consequences of natural variability in data; summarise data graphically and statistically, manually or via a computer package; understand and interpret economic index numbers; understand the nature of a time series and how it may be analysed; estimate and test parameters in simple cases; critically appraise the accuracy, sources, and relevance of statistical data and models and critically appraise reports and arguments based on such data and models.

### Syllabus

---

This subject is intended mainly for students in business administration and management science and deals with the ways in which statistical techniques can be used to analyse quantitative information in those disciplines. Topics include populations and samples; the presentation and interpretation of data; measures of central tendency and variability; index numbers; simple linear regression and correlation; basic time series; basic probability; the binomial, Poisson and normal distributions; estimation and hypothesis testing. Analyses will use Microsoft Excel.

### Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Strategic Management PG (6277)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016)

### Class Contact

---

At least 39 hours of classroom and structured learning per semester.

### Learning Outcomes

---

At the completion of the subject students should be able to: demonstrate an understanding of the broad body of knowledge inherent in the process of strategic management; explain the strategic management process; analyse complex case studies demonstrating a creative, innovative and ethical approach; have an appreciation of the relevance of strategic management as an academic discipline and as a practical activity and act as an agent of change in organisational transformation.

### Syllabus

---

The study of strategic management involves an analysis of the factors which govern the success or otherwise of an organisation operating in contemporary society. The analysis includes an examination of factors external to the organisation which may either threaten its operations, or provide opportunities for development, and internal factors which either strengthen or weaken its capacity to develop, and perhaps, ultimately, to survive. An examination is made of an organisation's core competencies and its ability to take advantage of opportunities in a highly competitive global environment. Management decision making at the strategic level, which determines the future direction of the organisation is examined with a view to judging whether implementation, control and evaluation is feasible. The principles underlying the study of strategic management are applicable to profit-making and non-profit making organisations.

### Prerequisite

---

Accounting for Managers G, Organisational Behaviour G, Marketing G, International Business G, Economics for Managers G, Business Finance PG and Statistical Analysis for Decision Making G.

### Referenced Courses

---

- 723AA Master of Business Administration
- 723AF Master of Business Administration (Shanghai)
- 723AI Master of Business Administration taught in Chinese/English (Ningbo)

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Taxation Law & Practice G (6279)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018)

### Syllabus

---

The object of this subject is to provide students with a basic understanding of the income taxation system in Australia and the law and concepts that determine liability for taxation. It examines concepts involved in determining liability for tax of a variety of tax significant entities and in particular the concepts of income and deductible expenses.

### Learning Outcomes

---

On successful completion of this subject, students will be able to: explain, in writing and/or orally, the specific operation of Australian tax laws and the basic principles underlying these laws; and analyse the tax laws and apply the principles and concepts to factual situations to solve basic tax problems.

### Prerequisite

---

Business Law G.

### Class Contact

---

Normally 39 hours of classroom and structured learning per semester or equivalent.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Economics of E-Business G (6280)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

### Prerequisite

---

Nil.

### Class Contact

---

Normally 39 hours per semester.

### Learning Outcomes

---

After completing this unit, students will be able to: understand the various components that constitute the information and network economy; explain the economic rationale underlying the development of e-business; understand the nature and characteristics of information goods; understand the economics of transactions in the network economy; explain the nature of markets in the network economy; and understand the economic implications of governments in regulating the internet and the network economy.

### Syllabus

---

The aim of this unit is to introduce the economic aspects of electronic commerce, including the nature, characteristics and the pricing of digital products, and the nature of competition in the digital market. It will investigate the principles that govern and influence e-business, and understand how information and technology affects the nature of economic transactions and influence market structures and outcome. The issues of taxation and regulation of e-business will also be examined.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Introduction to Scaffolding Literacy PG (6281)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject provides an introduction to the principles and practices of scaffolding literacy education and its role in promoting inclusive education for all learners. It focusses particularly on the school learning needs of marginalized students and the pedagogic strategies necessary to lift them to high levels of achievement in literacy. In this introduction to scaffolding literacy education, students learn about key strategies such as book orientation and transformations and their role in promoting effective engagement with written language. They also learn about how to assess childrens reading using observational reading records. While it deals with the teaching of both reading and writing, the subject focuses especially on reading.

### Learning Outcomes

---

On successful completion of this subject students should be able to: examine the theoretical underpinnings of the scaffolding literacy pedagogy and its role in promoting inclusive education for all students; demonstrate understanding of teaching strategies that promote high level engagement with written language; assess implementation of scaffolding literacy education teaching in classrooms; and prepare teaching units which include strategies to accelerate literacy learning in all students.

## **Unit: Applied Linguistics for Scaffolding Literacy PG (6282)**

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** Faculty of Education

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Prerequisite**

---

This subject offers an introduction to applied linguistics for teachers, drawing principally on systemic functional grammar. It shows how functional approaches to language can assist learners gain access to the literate language crucial to participation in academic discourse. Students will learn to analyse and interpret key resources of written language and reflect on their classroom use. Although narrative analysis is a feature of this subject, the analytical tools and strategies can be applied to a range of spoken and written genres. The subject aims to improve the linguistic expertise of teachers so they can better promote literacy development in all students.

### **Learning Outcomes**

---

On successful completion of this subject, students should be able to: demonstrate an understanding of the basic grammatical resources of English through analysis of written texts; use knowledge of systemic functional linguistics to help students engage with 'literate language'; and apply knowledge about language to literacy teaching and assessment in schools.

## Unit: Theory & Prac of Scaffolding Literacy PG (6283)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Learning Outcomes

---

On successful completion of this subject, students should be able to: apply theoretical understandings of scaffolding pedagogy to improve their own and others' teaching of literacy; analyse teaching strategies employed in classrooms to promote reading and writing; and assess students' writing using tools of systemic functional linguistics.

## Syllabus

---

This subject builds on understandings and skills developed in the subject *Introduction to Scaffolding Literacy* and *Applied Linguistics for Scaffolding Literacy*. It reviews learning contexts already set up in schools and how teachers can engage marginalized students in effective school learning. The subject aims to deepen students' awareness of the theory and practice of scaffolding literacy so they can deconstruct and reconstruct their own and others' classroom teaching. It will also extend their knowledge of teaching strategies which promote writing and assessment strategies for analysing students' writing.



## Unit: Health System Operations and Impact G (6284)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Learning Outcomes

---

At the completion of the subject, students will have an understanding of the principles and strategies relevant to the development and management of policy for improved health outcomes. They will have an understanding of the role of players, structures, levels and processes in health policy making and policy management in the workplace at a local, national and international level, and will be able to discuss, in depth, the role and impact of available information and other technologies and systems in improving the operation of the whole health care delivery system.

### Syllabus

---

This subject provides the opportunity for the student to understand the complexity of issues affecting the health sector, particularly in relation to health policy, health management and the role of technology and systems in the provision of health care.

### Prerequisite

---

Nil.

### Class Contact

---

Up to 3 hours a week or equivalent.

## Unit: Electronic Health Record Management PG (6285)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Learning Outcomes

---

On successful completion of this course the student will understand: the evolution of the conceptual frameworks and architectures that underpin modern EHR; the central role the EHR plays in health systems service delivery; the legal, ethical, moral and privacy constraints on, and the proper use of, individually identifiable health information; and the value and use of aggregate EHR information in the monitoring, improvement and refinement of health services and their management and teaching.

### Class Contact

---

Up to 3 hours a week or equivalent.

### Syllabus

---

This subject provides the opportunity for the student to understand the evolution of the conceptual frameworks and architectures that underpin modern electronic health records (EHR) and the central key role EHR play in modern quality health service delivery.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Health Informatics G (6286)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject provides the beginning Health Informatics student with the roadmap of the discipline they are studying and explains and develops the scope, importance and issues surrounding each of the topics covered.

### Learning Outcomes

---

On successful completion of this subject, students will have a basic understanding of

- the architecture and major components of information systems that support health practitioners in hospital and ambulatory practice; and
- potential roles of information and communications technology as an enabler of the delivery of quality and cost effective health care.

Students will also be able to discuss the major trends in, and planned future objectives of, health information technology in Australia and overseas.

### Class Contact

---

Up to three hours a week or equivalent.

## Unit: Health Informatics in Practice PG (6287)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides the student with comprehensive exposure to the full range of Health Information Systems in both the Hospital, Laboratory, Research and Ambulatory and allows them to develop an understanding of the operation, application and value of these systems. Key to this subject will be hand on exposure to the use of as wide a range of systems as possible.

## Learning Outcomes

---

On successful completion of this subject, students will have a comprehensive working understanding of : the range, functionality, use of, impact, benefits, problems with and effective application of the full range of ICT systems that support health care delivery; the attributes of health systems in each application area which both foster and impede the practical adoption of systems in the 'real world'; the nature of the business case and justification that may be mounted for purchase and implementation applications in each area and a view as to the validity of the 'real world' value of each application suite/area; and the place of commercial versus locally developed systems in the health sector and the place in the health sector of 'open source' software.

## Class Contact

---

Up to three hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: EBM, Decision Support & Artif Intell PG (6288)**

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### **Learning Outcomes**

---

On successful completion of this subject, students will have a comprehensive working understanding of : evidence based medicine (EBM) and how it is developed and deployed to improve the quality of the health care offered to the public; the history, theories of and current status of the development of Artificial Intelligence applications in the health sector; the place, role, value and use of decision support applications in the delivery of health services at both an individual, hospital and population level; and the way these various areas interact to contribute to the overall quality and safety of health service delivery.

### **Syllabus**

---

This subject addresses the role of Health Informatics in the support of sound clinical practice and explores systems and techniques that can be employed to improve the quality of clinical practice and decision making while at the same time enhancing patient safety and patient outcomes.

### **Class Contact**

---

Up to three hours a week or equivalent.

© 2004-2019 University of Canberra

## Unit: Applied Therapeutics G1 (6289)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

The student will have begun to develop core competency in the areas of Clinical Pharmacology, Pharmacokinetics and Therapeutics that will enable them to progress to a more complex level of study.

## Syllabus

---

This subject is the first of four that will develop pharmacist relevant knowledge and an understanding of therapeutics as it relates to the patient. There will be an introduction to the clinical chemistry that is used to test and evaluate the clinical status of the patient, which will then lead on to an in-depth coverage of the effect of pharmacological therapies on disease states. Preliminary studies in pharmacology, therapeutics and pharmacokinetics will be covered as they relate to disease.

## Prerequisite

---

Nil.

## Class Contact

---

4 hours per week lecture/tutorial or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Pharmacy Practice & Policy G1 (6290)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours/semester of practical laboratory workshops/tutorials; up to 40 hours clinical placement for the semester.

### Syllabus

---

This subject is the first of four that introduces the skills and art required to prepare pharmaceuticals. It develops an understanding of pharmaceuticals as it applies to the production of a pharmaceutical preparation. The focus of this subject will be the issues and practices in health care service delivery as they affect pharmacists and the running of a pharmacy. The subject will address some of the core competencies required for the safe practice of pharmacy. Within the context of a changing health care environment the role and responsibilities of pharmacists in their varied roles will be examined. Inter-professional interactions will be fostered and developed to facilitate a co-ordinated healthcare team. Exposure to the various players within the healthcare environment will be facilitated.

### Learning Outcomes

---

On completion of this subject students will have an understanding of the basics of the role and activities of the pharmacist in the healthcare team and be able to apply some rudimentary skills in workshops.

### Prerequisite

---

Nil.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums



## Unit: Clinical Residency G1 (6291)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have an understanding of the complexities of Drug Review and started to develop an understanding of the role of the Pharmacist within the healthcare systems and the needs of the consumer. Core competencies will have been developed in relation to generic healthcare outlets.

## Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours per semester of practical workshops/tutorials; up to 40 hours clinical placement for the semester.

## Syllabus

---

This subject is the first of four that demonstrates the application of the skills required for the Quality Use of Medicines and practice of pharmacy. Interaction will occur with the healthcare system in its many aspects that will give an understanding to the student of the role of medicines within that system. Close liaison with members of the profession will expose the student to many facets of professional practice. Application of skills and knowledge cultivated within Applied Therapeutics and Pharmacy Practice and Policy will be progressed. Exploration of the needs of the consumer within the health systems will be developed. Projects will be completed that explore the role of the pharmacist within the healthcare team and the provision of primary health care to the consumer. In Clinical Residency G1, students will study medication review documentation and be exposed to Pharmacy in Private Practice, hospital departments and government departments.

## Prerequisite

---

Applied Therapeutics G1, Pharmacy Practice and Policy G1.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Therapeutics G2 (6292)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is the second of four that will develop pharmacist relevant knowledge and an understanding of therapeutics as it relates to the patient. The focus in this subject will be on nutritional state and an introduction to pharmacognacy. Studies in pharmacology, therapeutics and pharmacokinetics will continue as they relate to disease.

## Prerequisite

---

Nil.

## Learning Outcomes

---

The student will continue to develop core competency in the areas of Clinical Pharmacology, Pharmacokinetics and Therapeutics that will enable them to progress to a more complex level of study.

## Class Contact

---

4 hours per week lecture/tutorial or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Pharmacy Practice & Policy G2 (6293)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours/semester of practical laboratory workshops/tutorials; up to 90 hours clinical placement for the semester.

### Syllabus

---

This subject is the second of four that introduces the skills and art required to prepare pharmaceuticals. It develops an understanding of pharmaceuticals as it applies to the production of a pharmaceutical preparation. The focus of this subject will be pharmacoeconomics, information management and technology, administration and change management as they relate to pharmacy. Inter-professional interactions will continue to be fostered and developed to facilitate a co-ordinated healthcare team. Exposure to the key players within the healthcare environment will be facilitated.

### Learning Outcomes

---

On completion of this subject students will have an understanding of the management practices required by the pharmacist in the healthcare team and be able to apply some rudimentary skills in workshops.

### Prerequisite

---

Nil.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Clinical Residency G2 (6294)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have developed an understanding of the role of the Pharmacist within more specialised areas of the healthcare systems and increased their awareness of the needs of the consumer. Core competencies will have been developed in relation to specialised healthcare outlets.

## Syllabus

---

This subject is the second of four that demonstrates the application of the skills required for the Quality Use of Medicines and practice of pharmacy. Interaction will occur with the healthcare system in its many aspects that will give an understanding to the student of the role of medicines within that system. Close liaison with members of the profession will expose the student to many facets of professional practice. Application of skills and knowledge cultivated within Applied Therapeutics and Pharmacy Practice and Policy will be progressed. Exploration of the needs of the consumer within the health systems will be developed. Projects will be completed that explore the role of the pharmacist within the healthcare team and the provision of primary health care to the consumer. In Clinical Residency G2, students will be exposed to Pharmacy in General Practice, Nursing Homes, Hospices, Drug and Alcohol Clinics, Private Hospitals, industry and non-government organizations.

## Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours of practical workshops/tutorials; up to 90 hours clinical placement for the semester.

## Prerequisite

---

Applied Therapeutics G2, Pharmacy Practice and Policy G2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Therapeutics PG3 (6295)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is the third of four that will develop pharmacist relevant knowledge and an understanding of therapeutics as it relates to the patient. The focus in this subject will be on evidence based medicine and pharmacognacy. Studies in pharmacology, therapeutics and pharmacokinetics will continue as they relate to disease.

## Class Contact

---

4 hours per week lecture/tutorial or equivalent; up to 40 hours clinical placement for the semester.

## Prerequisite

---

Applied Therapeutics G1, Applied Therapeutics G2.

## Learning Outcomes

---

The student will have incorporated the concepts of evidence based medicine and pharmacognacy into the core competency of Clinical Pharmacology, Pharmacokinetics and Therapeutics. This will enable them to progress to a more complex level of study.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Pharmacy Practice & Policy PG3 (6296)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have an understanding of the ethics and restrictions of the pharmacist in the healthcare team and be able to apply some rudimentary skills in workshops.

## Syllabus

---

This subject is the third of four that introduces the skills and art required to prepare pharmaceuticals. It develops an understanding of pharmaceuticals as it applies to the production of a pharmaceutical preparation. The focus of this subject will be risk and safety, health and government, regulation and ethics as they relate to pharmacy. Inter-professional interactions will continue to be fostered and developed to facilitate a co-ordinated healthcare team. Exposure to the key players within the healthcare environment will be facilitated.

## Prerequisite

---

Pharmacy Practice and Policy G1, Pharmacy Practice and Policy G2.

## Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours/semester of practical laboratory workshops/tutorials; up to 90 hours clinical placement for the semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Residency PG3 (6297)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have developed a more complete understanding of the role of the Pharmacist within more specialised areas of the healthcare systems and increased their awareness of the needs of the consumer. Core competencies will have been developed in relation to more complex specialised healthcare outlets.

## Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours per semester of practical workshops/tutorials; up to 90 hours clinical placement for the semester

## Syllabus

---

This subject is the second of four that demonstrates the application of the skills required for the Quality Use of Medicines and practice of pharmacy. Interaction will occur with the healthcare system in its many aspects that will give an understanding to the student of the role of medicines within that system. Close liaison with members of the profession will expose the student to many facets of professional practice. Application of skills and knowledge cultivated within Applied Therapeutics and Pharmacy Practice and Policy will be progressed. Exploration of the needs of the consumer within the health systems will be developed. Projects will be completed that explore the role of the pharmacist within the healthcare team and the provision of primary health care to the consumer. In Clinical Residency PG3, students will be exposed to Pharmacy in Community Nursing, Pathology, Mental Health, the Military, IV/cytotoxic Industry, Oncology and Quality and Safety.

## Prerequisite

---

Clinical Residency G1, Clinical Residency G2

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Applied Therapeutics PG4 (6298)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, the student will have developed the core competency in the areas of Clinical Pharmacology, Pharmacokinetics and Therapeutics that will enable them effectively enter the work place in pharmacy.

## Prerequisite

---

Applied Therapeutics PG3.

## Syllabus

---

This subject is the last of four that will develop pharmacist relevant knowledge and an understanding of therapeutics as it relates to the patient. The focus in this subject will be on toxicology, including drugs in sport and drugs of addiction. Studies in pharmacology, therapeutics and pharmacokinetics will continue as they relate to disease.

## Class Contact

---

4 hours per week lecture/tutorial or equivalent; up to 40 hours clinical placement for the semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Pharmacy Practice & Policy PG4 (6299)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject students will have developed the core competencies of the role and activities of the pharmacist in the healthcare team and be able to apply them effectively for entry-level pharmacy practice.

## Syllabus

---

This subject is the last of four that introduces the skills and art required to prepare pharmaceuticals. It develops an understanding of pharmaceutics as it applies to the production of a pharmaceutical preparation. The focus of this subject will be on evidence based medicine and quality and medical literature and research as they relate to pharmacy. It will also cover practice relating to forensics and drug evaluation. Inter-professional interactions will continue to be fostered and developed to facilitate a co-ordinated healthcare team. Exposure to the key players within the healthcare environment will be facilitated.

## Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours/semester of practical laboratory workshops/tutorials; up to 90 hours clinical placement for the semester.

## Prerequisite

---

Pharmacy Practice and Policy PG3.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Clinical Residency PG4 (6300)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is the last of four that demonstrates the application of the skills required for the Quality Use of Medicines and practice of pharmacy. Students will gain an understanding of the role of medicines within the healthcare system. Close liaison with members of the profession will expose the student to many facets of professional practice. Application of skills and knowledge cultivated within Applied Therapeutics and Pharmacy Practice and Policy will be progressed. Exploration of the needs of the consumer within the health systems will be developed. Projects will be completed that explore the role of the pharmacist within the healthcare team and the provision of primary health care to the consumer. Students will be given the choice of a Clinical Placement in areas such as Urban Community Pharmacy, Rural Community Pharmacy, Hospital Pharmacy, Government Departments, and Pharmacy Organizations.

## Prerequisite

---

Clinical Residency PG3.

## Learning Outcomes

---

On completion of this subject students will have developed an understanding of the role of the Pharmacist within both general and more specialised areas of the healthcare system and increased their awareness of the needs of the consumer. Core competencies will have been developed to prepare the students for entry into the pharmacy workplace.

## Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours per semester of practical workshops/tutorials; up to 90 hours clinical placement for the semester.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: EBT of Problems in Adults 1 PG (6301)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015)

### Prerequisite

---

Entry to course.

### Syllabus

---

This subject employs a problem-solving approach to introduce students to the findings of research-based psychopathology regarding the causation of a range of adult psychological problems, linking that with evidence-based therapy for those problems, whenever possible. It aims to give students practice in assessing a presenting problem, conducting a diagnosis, and drawing on the research literature to plan and conduct an effective therapy program. Ethical issues will be addressed as they arise. This subject, combined with EBT of problems in adults PG2 and EBT of problems in children and families PG, introduces EBT for all common disorders identified in DSM-IV.

### Class Contact

---

Four hours per week.

### Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) knowledge of and practice in accessing the research findings regarding the psychopathology of a range of adult psychological disorders;
- (b) knowledge of and practice in the use of relevant diagnostic and assessment procedures;
- (c) knowledge of and practice in accessing and applying appropriate evidence-based therapy and,
- (d) awareness of potential ethical issues involved in practising clinical psychology and understanding of how to use the APSCode of Ethics and its accompanying Guidelines to resolve ethical questions.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: EBT of Problems in Adults 2 PG (6302)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015)

### Syllabus

---

This subject employs a problem-solving approach to introduce students to the findings of research-based psychopathology regarding the causation of a range of adult psychological problems, linking that with evidence-based therapy for those problems, whenever possible. It aims to give students practice in assessing a presenting problem, conducting a diagnosis, and drawing on the research literature to plan and conduct an effective therapy program. Ethical issues will be addressed as they arise. This subject, combined with EBT of problems in adults PG1 and EBT of problems in children & families PG, introduces EBT for all common disorders identified in DSM-IV.

### Class Contact

---

Four hours per week.

### Prerequisite

---

Entry to course.

### Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) knowledge of and practice in accessing the research findings regarding the psychopathology of a range of adult psychological disorders;
- (b) knowledge of and practice in the use of relevant diagnostic and assessment procedures;
- (c) knowledge of and practice in accessing and applying appropriate evidence-based therapy and,
- (d) awareness of potential ethical issues involved in practising clinical psychology and understanding of how to use the APSCode of Ethics and its accompanying Guidelines to resolve ethical questions.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: EBT of Problems in Children & FamiliesPG (6303)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered

There are currently no offerings for this unit.

### Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) knowledge of and practice in accessing the research findings regarding the psychopathology of a range of psychological disorders occurring in children, adolescents and families;
- (b) knowledge of and practice in the use of relevant diagnostic and assessment procedures;
- (c) knowledge of and practice in accessing and applying appropriate evidence-based therapy and,
- (d) awareness of potential ethical issues involved in practising clinical psychology and understanding of how to use the APSCode of Ethics and its accompanying Guidelines to resolve ethical questions.

### Prerequisite

---

Entry to course.

### Class Contact

---

Four hours per week.

### Syllabus

---

This subject employs a problem-solving approach to introduce students to the findings of research-based psychopathology regarding the causation of a range of psychological problems in children, adolescents and families, linking that with evidence-based therapy for those problems, whenever possible. It aims to give students practice in assessing a presenting problem, conducting a diagnosis, and drawing on the research literature to plan and conduct an effective therapy program. Ethical issues will be addressed as they arise. This subject, combined with EBT of problems in adults PG1 and EBT of problems in adults PG2, introduces EBT for all common disorders identified in DSM-IV.

## Unit: Advanced Psychological Assessment PG (6304)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015)

### Learning Outcomes

---

In completing this subject, students should gain the following:

**(a)** knowledge and understanding of current research and theory in the field of psychometrics;

**(b)** knowledge of and practice in the selection of relevant assessment procedures and psychological tests;

**(c)** knowledge of and practice in the administration, scoring and interpretation of the major psychological tests commonly used in psychological practice;

**(d)** awareness of the limitations and pitfalls possible in psychological testing, and of potential ethical issues and an understanding of how to use the APSCode of Ethics and its accompanying Guidelines to resolve ethical questions.

### Class Contact

---

Four hours per week.

### Syllabus

---

This subject extends students' previous studies in psychological assessment, including psychometric theory and research, but focuses on appropriate test selection, and the administration and interpretation of the major psychological tests in common clinical use. Ethical issues will be addressed as they arise.

### Prerequisite

---

Entry to course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Counselling Psychology PG (6305)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015)

### Prerequisite

---

Entry to course.

### Class Contact

---

Four hours per week.

### Syllabus

---

This subject employs a problem-solving approach to extend students' previous learning in counselling psychology, with an emphasis on strengthening effective counselling skills, and a focus on the development of an effective working alliance with clients and delivering effective transcultural consultations. Ethical issues will be addressed as they arise.

### Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) knowledge of and practice in advanced counselling skills;
- (b) knowledge and understanding of the key role of the working alliance in effective psychological consultations of all types and skills for developing an effective working alliance;
- (c) knowledge and understanding of the difficulties inherent in transcultural psychological consultations and skills for delivering effective transcultural psychological consultations, particularly with indigenous Australians;
- (d) awareness of potential ethical issues involved in counselling psychology and understanding of how to use the APS Code of Ethics and its accompanying Guidelines to resolve ethical questions, particularly in transcultural consultations.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums



- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Psychological Practice PG (6306)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Class Contact

---

Four hours per week.

### Learning Outcomes

---

In completing this subject, students should gain the following:

**(a)** knowledge of and practice in the skills and procedures for conducting professional psychological practice;

**(b)** knowledge of and practice in dealing with the various legal and regulatory frameworks applying to professional psychological practice;

**(c)** awareness of potential ethical issues involved in practising psychology and understanding of and practice in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### Syllabus

---

This subject employs a problem-solving approach to introduce students to the roles and demands of working as a professional psychologist, including organisation consultation, program evaluation, practice management, registration and other legal issues such as privacy legislation, and dealing with ethical questions.

### Prerequisite

---

Entry to course.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Forensic Psychology for Clinicians PG (6307)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) knowledge of and practice in accessing the research findings regarding the psychopathology and assessment of a range of forensic psychological phenomena;
- (b) knowledge of and practice in the use of relevant diagnostic and assessment procedures;
- (c) knowledge of and practice in preparing reports for the courts and similar tribunals;
- (d) knowledge of and practice in the presentation of reports as an expert witness, including undergoing examination and cross-examination; and,
- (e) awareness of potential ethical issues involved in practising forensic psychology and understanding of how to use the APS Code of Ethics and its accompanying Guidelines to resolve ethical questions.

### Prerequisite

---

Entry to course.

### Syllabus

---

This subject introduces students to the theoretical and research bases of and knowledge and professional skills for the forensic psychological aspects of clinical practice, including forensic psychological assessment, preparation of forensic psychological reports, and providing evidence in courts as an expert witness. It covers a major part of the activities of a practising forensic psychologist, and it also provides an essential preparation for intending clinical psychologists, who will find they inevitably do some forensic work. Ethical issues will be addressed as they arise.

### Class Contact

---

Four hours per week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Health Psychology for Clinicians PG (6308)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Syllabus

---

This subject employs a problem-solving approach to introduce students to the research findings regarding the role of psychological factors in physical health and illness, linking that with evidence-based interventions to help patients manage illness and regain or retain health, whenever possible. It aims to give students practice in assessing a presenting problem, conducting a diagnosis, and drawing on the research literature to plan and conduct an effective therapy program, usually in cooperation with other health professionals. Second, this subject introduces students to psychopharmacology, including the phenomena of substance abuse and dependence and current pharmacotherapy for common psychological disorders. Ethical issues will be addressed as they arise.

### Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) knowledge of and practice in accessing the research findings regarding the role of psychological factors in the aetiology of or reactions to illness and maintenance of health;
- (b) knowledge of and practice in the use of relevant diagnostic and assessment procedures;
- (c) knowledge of and practice in accessing and applying appropriate evidence-based therapy;
- (d) knowledge regarding the nature, modes of action, effects and side-effects of drugs, recreational, social and therapeutic, and an understanding of pharmacotherapy so as to cooperate effectively with a patient's medical carer; and,
- (e) awareness of potential ethical issues involved in practising clinical and health psychology and understanding of how to use the APS Code of Ethics and its accompanying Guidelines to resolve ethical questions.

### Class Contact

---

Four hours per week.

### Prerequisite

---

Entry to course.

### Unit Level Key:

---

- 1 - Offered in *first* year of course curriculum

- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project - Preparation PG (6309)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Entry to course.

### Syllabus

---

This subject involves the first stage of the research project and thesis component of the course. Working with a research supervisor, the student will complete a literature review, identify suitable research question/s, design a research study, and, if necessary, submit the research proposal to the Human Research Ethics Committee for approval.

### Class Contact

---

By arrangement with supervisor.

### Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) further knowledge of and practice in critically reviewing the psychological literature;
- (b) knowledge of and practice in identifying suitable questions to be addressed in psychological research;
- (c) further knowledge of and practice in designing a psychological research study;
- (d) further awareness of potential ethical issues involved in psychological research and understanding of and practice in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums



- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project - Implementation PG (6310)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Entry to course.

### Class Contact

---

By arrangement with supervisor.

### Syllabus

---

This subject involves the second stage of the research project and thesis component of the course. Working with a research supervisor and after obtaining any necessary research ethics approval, the student will conduct the research study designed in the previous subject. Successful completion of this subject involves collection of all research data.

### Learning Outcomes

---

In completing this subject, students should gain the following:

**(a)** further knowledge of and practice in conducting psychological research including data collection;

**(b)** further awareness of potential ethical issues involved in psychological research and understanding of and practice in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Research Project - Data Analysis PG (6311)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Prerequisite

---

Entry to course.

### Class Contact

---

By arrangement with supervisor.

### Syllabus

---

This subject involves the third stage of the research project and thesis component of the course. Working with a research supervisor, the student will select appropriate statistical techniques and analyse the data collected in the research study conducted in the previous subject and interpret the outcome of the study.

### Learning Outcomes

---

In completing this subject, students should gain the following:

**(a)** further knowledge of and practice in selecting and applying statistical techniques for data analysis and the interpretation of statistical results;

**(b)** further awareness of potential ethical issues involved in psychological research and understanding of and practice in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Master of Psychology Thesis PG (6312)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Class Contact

---

By arrangement with supervisor.

### Prerequisite

---

Entry to course.

### Syllabus

---

This subject involves the final stage of the research project and thesis component of the course. Working with a research supervisor, the student will write and submit a thesis, in the appropriate format and following APA style, reporting the research study conducted in the three previous subjects.

### Learning Outcomes

---

In completing this subject, students should gain the following:

**(a)** further knowledge of and practice in reporting the outcome of psychological research;

**(b)** further knowledge of and practice in relating the outcomes of a psychological research study to the existing literature and further research possibilities.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Practicum Placement 1 PG (6313)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

## Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) knowledge of and practice in working as a psychologist;
- (b) knowledge of and practice in the application of psychological procedures;
- (c) knowledge of and practice in dealing professionally with clients and with other professionals;
- (d) further awareness of potential ethical issues involved in psychological practice and understanding of and practice in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

## Prerequisite

---

Completion or enrolment in one of the clinical specialist subjects (EBT of problems in adults PG1, EBT of problems in adults PG2, EBT of problems in children and families PG, or Health psychology for clinicians PG); registration to practise as a psychologist within the ACT.

## Syllabus

---

This subject involves students beginning their practicum placements, in the Psychology Clinic within the Centre for Applied Psychology, where they will observe demonstration cases, take individual cases under supervision, and carry out the usual tasks involved in working in a psychology clinic, for at least 250 hours.

## Class Contact

---

By arrangement with supervisor.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Practicum Placement 2 PG (6314)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2017, 2018, 2019)

### Prerequisite

---

Completion of Practicum Placement PG1; registration to practise as a psychologist within the ACT.

### Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) further knowledge of and practice in working as a psychologist;
- (b) further knowledge of and practice in the application of psychological procedures;
- (c) further knowledge of and practice in dealing professionally with clients and with other professionals;
- (d) further awareness of potential ethical issues involved in psychological practice and understanding of and practice in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### Syllabus

---

This subject involves students continuing their practicum placements, working under supervision in a suitable psychological worksetting where they will gain experience in the conduct of the psychological services provided at that location, for at least 250 hours. Students are encouraged to choose a diverse range of placements so as to gain broad experience.

### Class Contact

---

By arrangement with supervisor.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Practicum Placement 3 PG (6315)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2017, 2018, 2019)

## Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) further knowledge of and practice in working as a psychologist;
- (b) further knowledge of and practice in the application of psychological procedures;
- (c) further knowledge of and practice in dealing professionally with clients and with other professionals;
- (d) further awareness of potential ethical issues involved in psychological practice and understanding of and practice in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

## Syllabus

---

This subject involves students continuing their practicum placements, working under supervision in a suitable psychological worksetting where they will gain experience in the conduct of the psychological services provided at that location, for at least 250 hours. Students are encouraged to choose a diverse range of placements so as to gain broad experience.

## Class Contact

---

By arrangement with supervisor.

## Prerequisite

---

Completion of Practicum Placement PG2; registration to practise as a psychologist within the ACT.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Practicum Placement 4 PG (6316)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2017, 2018, 2019)

## Learning Outcomes

---

In completing this subject, students should gain the following:

- (a) further knowledge of and practice in working as a psychologist;
- (b) further knowledge of and practice in the application of psychological procedures;
- (c) further knowledge of and practice in dealing professionally with clients and with other professionals;
- (d) further awareness of potential ethical issues involved in psychological practice and understanding of and practice in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

## Class Contact

---

By arrangement with supervisor.

## Syllabus

---

This subject involves students continuing their practicum placements, working under supervision in a suitable psychological worksetting where they will gain experience in the conduct of the psychological services provided at that location, for at least 250 hours. Students are encouraged to choose a diverse range of placements so as to gain broad experience.

## Prerequisite

---

Completion of Practicum Placement PG3; registration to practise as a psychologist within the ACT.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Socio-Cultural Politics of Education G. (6317)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Up to 4 hours or equivalent a week.

### Learning Outcomes

---

On completion of this subject, students will have developed a critical awareness of the complexities of the socio-cultural context of education in Australia. They will be able to identify the multi-layered and transformative nature of their own and other students' cultural identities. They will have actively engaged in current debates around key Australian social issues and issues of cultural difference, and considered the pedagogical implications of these. They will have used some theoretical tools to analyse these social issues and their own cultural experiences. They will have evaluated current social justice and equity educational policies and practices.

### Syllabus

---

This subject examines the socio-cultural context of education in Australia. It offers students a critical perspective on the ways in which macro social processes and events (such as globalisation, social movements, Aboriginal Reconciliation, migration and refugee arrivals) impact upon and transform education in Australia. It also provides some specific analytical tools for examining the micro-politics of cultural diversity in the classroom. This subject engages with contemporary issues and debates that are generated by rapid social change, increasingly complex configurations of cultural diversity and all their associated and contested power-relations. An analysis of Australia's key social issues (including those relating to gender, race and ethnicity) is translated into critical evaluation of social justice and equity policies, and the nature of culturally inclusive pedagogical practices.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Chemistry G 1A (6318)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

At the end of this subject, graduate students will be able to:

- demonstrate good laboratory practice when working with chemicals either individually or in cooperation with others;
- set up simple experiments that demonstrate their understanding of some of the important basic chemical principles;
- predict the chemical behaviour of a variety of elements and compounds from their understanding of the structure and reactivity of matter; and
- devise a hypothetical experiment that predicts/tests chemical behaviour of an element or compound.

## Syllabus

---

This subject assumes no prior knowledge of chemistry and provides a unified introductory course in chemistry as a framework for further studies in chemistry and biochemistry. Topics covered are atomic structures and chemical periodicity, bonding, oxidation and reduction, acids and bases, structure and functionality in organic chemistry. These important basic principles and concepts are developed using pertinent examples and special topics that highlight the everyday applications of chemistry.

## Prerequisite

---

Graduate entry and permission of the course and subject conveners.

## Class Contact

---

Three one-hour lectures and one three-hour laboratory/tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum

- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Physiology & Anatomy G1 (6319)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

### Class Contact

---

Three one-hour lectures and a two-hour tutorial a week.

### Syllabus

---

This subject introduces students to the normal structure and function of the human body. It commences with an overview of body tissues and homeostasis and then examines the structure and function of musculoskeletal, cardiovascular, respiratory, digestive and urinary systems. A brief introduction to the nervous and integumentary systems is also included.

### Prerequisite

---

Graduate entry and permission of the course and subject conveners.

### Learning Outcomes

---

On completing this subject, graduate students will be expected to: describe the structure and function of the epithelial, connective, contractile and neural tissues; describe in detail the concept of homeostasis and how it is achieved in the normally functioning body; demonstrate the structure and function of skin and the musculoskeletal, nervous, cardiovascular, respiratory, digestive and urinary systems and the contribution they make to maintaining homeostasis; and critically evaluate a topical issue about one of the above systems from a physiological perspective.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Communication Internship (631)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Professional Communication

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Syllabus

---

Students who receive the permission of the Head of School may undertake a professional work-experience Internship. The Internship is normally available only to students in their final year who have met all eligibility requirements. The Internship must run for a minimum of eight hours a week over the course of a semester (or the equivalent), and requires that students submit a 5,000 word report on the experience. Full details are available from the Head of School or the lecturer in charge.

## Prerequisite

---

Consent of the Head of School or lecturer in charge.

## Learning Outcomes

---

At the conclusion of the subject, students will be able to undertake a practical communication research project; research and analyse literature about communication practice in the field; further develop their written and oral skills particularly in preparing and presenting a report.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Physiology & Anatomy G2 (6320)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

### Syllabus

---

This subject considers the structure and function of the nervous system, special senses, urinary system, endocrine system, body defences and reproductive system. The physiology of fluid regulation is also addressed.

### Class Contact

---

Three one-hour lectures and a three-hour practical/tutorial class a week.

### Prerequisite

---

Graduate entry and permission of the course and subject conveners.

### Learning Outcomes

---

On completion of this subject, graduate students should be able to: recognise and describe the macroscopic and microscopic structure of the above body systems; explain how the above systems carry out their functions; explain how the above systems interact with each other and the rest of the body in the maintenance of homeostasis; and critically evaluate a topical issue about one of the systems above as designated by the subject convener.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Biochemistry G (6321)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, graduate students will be able to: differentiate between major classes of biochemical molecules on the basis of structure and function; correlate specific aspects of protein structure with function; describe enzyme catalytic mechanisms and demonstrate knowledge of the processes and regulation of DNA expression and replication; demonstrate the applications and usefulness of biochemical knowledge; perform simple biochemical techniques in the laboratory; analyse experimental data critically; critically evaluate a topical issue relevant to nutritional biochemistry.

## Syllabus

---

This subject provides introductory and some advanced concepts relating to the structure and function of biochemical molecules. Aspects of molecular biology are included as well as training in laboratory techniques, data analysis and presentation of biochemical data. The subject also provides an integrated approach to understanding intercellular communication and the flow of genetic information.

## Prerequisite

---

Graduate entry and permission of the course and subject conveners.

## Class Contact

---

Three one-hour lectures and one four-hour laboratory/tutorial class a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Human Biochemistry G (6322)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three one-hour lectures and one four-hour laboratory/tutorial class per week.

## Syllabus

---

This subject provides a comprehensive look at cellular metabolism. The subject examines the synthesis and breakdown of biochemical molecules as fuels and building blocks for the human body to function. An introduction to intracellular signaling is included. There is an emphasis on the recurring themes in biochemical mechanisms and regulation. The subject will consider several disease processes to facilitate an understanding of metabolism.

## Learning Outcomes

---

On completion of this subject, graduate students will:

- describe the mechanisms of metabolic control;
- demonstrate how to integrate their knowledge from Biochemistry G to understand the role of inter- and intracellular communication for homeostasis;
- frame hypotheses and design experiments to test them;
- demonstrate the necessary skills for independent learning;
- solve simple to advanced problems / case studies from a biochemical perspective; and
- critically evaluate a topical issue about specified diseases from a metabolic/biochemical perspective.

## Prerequisite

---

Graduate entry and permission of the course and subject conveners.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum

- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to History of Architecture (6323)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

### Class Contact

---

Up to three hours per week of lectures and tutorials.

### Syllabus

---

This subject is an introductory survey of world architecture from the ancient world to the Renaissance in a broad range of historical and regional contexts. Major social, physical and technical factors which influence architecture are identified, along with the analysis of significant design concepts and the study of selected building types.

### Learning Outcomes

---

Students having successfully completed this subject will have an introductory understanding of the development of world architecture to the Renaissance.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Architecture Technology 2.1 (6324)

---

**Level:** 2      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Corequisite

---

Architecture Design 2.1

## Syllabus

---

This subject supports the design subject Architecture Design 2.1 through the development of technical and design computing skills for the conception, resolution and presentation stages of architecture. It comprises two parts.

## Prerequisite

---

Architecture Design 1.2, Design Technology 1.2

## Learning Outcomes

---

Students will have gained knowledge of architectural structure and computing skills through the manipulation of both physical and computer modelling.

## Class Contact

---

Up to four hours per week of lectures, seminars, tutorials or workshops.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Architecture Design 5.2 (6325)

---

**Level:** 5      **Credit Points:** 8      **Contribution Band:** 2

**Faculty:** School of Design & Architecture

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject, which is the graduation studio of the program, builds upon the experience of large projects undertaken in previous design studios. Students undertake the critical appraisal of a brief, undertake site investigations, and formulate a design to a design development/proto-working drawing stage.

## Prerequisite

---

Architecture Design 5.1

## Learning Outcomes

---

Students having successfully completed this subject will have demonstrated their ability in the completion of the developed design of a large complicated building or group of buildings.

## Class Contact

---

Up to five hours a week, consisting of lectures, seminars, studio, workshops, or field trips.

## Corequisite

---

Architecture Technology 5.2

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Environmental Geology & Geohealth G (6327)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject will engage students in learning about natural environmental factors that impact on human pursuits. It will cover geochemical and physical hazards that result from natural processes and those caused or exacerbated by human activity. Examples of the topics to be covered include natural radioactive radiation, landslips, flooding and river diversion, pollution, geoindicators, and volcanic hazards. As well as covering these factors students will learn how to identify them and what measures can be implemented to ameliorate their effects or what avoidance action can be taken to avoid unnecessary impact.

## Learning Outcomes

---

On successful completion of this course the student will understand:

- the major natural and anthropogenic hazards to human activity induced by geological processes;
- be able to access data relating to these hazards and their predictability; and,
- what steps can be taken to ameliorate their impact on human activity.

## Class Contact

---

Up to 3 hours a week or equivalent.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums





## Unit: Environmental Health G (6328)

---

**Level:** G      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Up to 3 hours a week or equivalent.

## Learning Outcomes

---

Students completing this subject will understand:

- the breadth of the discipline of environmental health;
- its cross-disciplinary nature;
- how environmental research is carried out; and,
- how communities can deal with environmental health issues that may impact on them.

## Syllabus

---

This subject covers the major aspects of environmental health including the potential breadth of environmental factors influencing the health of humans, animals and crops. These range from global climate change and the spread of disease, to potential environmental causes of asthma and soil salinization. The subject will address a range of natural and human-induced factors that affect human activity and health as well as how such factors are dealt with in society and the role of this discipline in alerting communities to possible risks and strategies to deal with them. It will also examine how these problems are accepted by society and routes via which a deeper understanding of environmental effects can be studied.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Intellectual Property Law PG (6333)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2016)

### Class Contact

---

39 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

### Syllabus

---

This subject introduces students to the principles and concepts of intellectual property law, including the dynamic fields of copyright, trademark, and patent law, with particular emphasis on the way in which intellectual property rights are regulated in the international trading environment. The subject also includes an examination of intellectual property law as it relates to unfair competition, trade secret law, misappropriation and rights of publicity. Students in this subject will be provided with the essential knowledge and awareness to apply the principles of intellectual property law to the work environments in which they operate. Given the rapidly changing nature of this area of study the curriculum will be negotiated to suit the particular needs of the class.

### Learning Outcomes

---

A demonstrated understanding of the legislative regime governing different forms of intellectual property law, including copyright, design, patents, circuit layouts, trade secrets. A demonstrated understanding of how these rights are created, defended and commercially exploited.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Customs Law PG (6334)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

### Class Contact

---

39 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

### Syllabus

---

Students will be introduced to the relationship between Customs work, international law, and its relationship to municipal law. The jurisdiction of Customs services will be examined, the international organizations and conventions impacting on Customs will be assessed, and the impact of the World Customs Organisations conventions will be examined.

### Learning Outcomes

---

Students in this subject will:

- be able to locate and use sources of information on international customs law.
- be able to identify customs law issues and their implications for practice.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: GATT/WTO Law PG (6335)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005, 2006)

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

## Class Contact

---

39 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

## Syllabus

---

This subject aims to enhance students' understanding of GATT/WTO law. The subject examines the role of GATT/WTO law in the regulation of international commerce, with particular emphasis on valuation, tariff, rules of origin and anti-dumping. Importance is placed on computer-based research.

## Learning Outcomes

---

Students in this subject will be able to:

- locate and use sources of information on GATT/WTO law.
- identify GATT/WTO issues and their implications for practice.
- critically evaluate areas of GATT/WTO law reform and indicate the implication of such reforms for customs law and practice.
- evaluate areas of air law and suggest necessary law reforms.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: International Air Law PG (6336)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014)

## Class Contact

---

39 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

## Syllabus

---

This subject aims to enhance students' understanding of the legal principles governing aviation (Chicago Convention), the principles of liability (Warsaw Convention), the legal basis for border processing of cargoes and passengers and international security issues.

## Learning Outcomes

---

Students in this subject will:

- Learn how to locate and use sources of information on international air law.
- Be able to identify issues of aviation law and their implications for customs practice.
- Evaluate areas of air law and suggest necessary law reforms.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Intl Commercial Transactions Law PG (6337)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

### Syllabus

---

The object of this subject is to provide students with an understanding of the legal environment in which international trade and commerce are conducted by business entities in both civil and common law countries. The course will examine the private and public law aspects of international trade and commerce. The private law component will deal with transactions, such as sale of goods, forms of payments, and related issues such as customs, shipping law and insurance law and private international law aspects with particular reference to dispute resolution. The public law component will consider the impact of international obligations, both multilateral and bilateral, on the conduct of trade and commerce. It will also consider the principles of international law relating to contracts and dispute settlement and arbitration.

### Learning Outcomes

---

On successful completion of this subject, students will have an understanding of:

- The public and private law components of international trade and commerce
- International treaties, including customs laws, regulating international trade and commerce.
- Common law and civil law aspects of international transactions such as the sale of goods, forms of payments, insurance and securities over international transactions in traditional and electronic forms
- The forms and nature of international dispute resolution.

### Class Contact

---

39 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Legal Research Project PG (6338)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2017)

## Class Contact

---

At least 78 hours of classroom and structured learning per semester or equivalent.

## Syllabus

---

Under the guidance of a supervisor the student will be required to undertake research and prepare a dissertation/project on an approved topic. This six credit point subject will require completion of a dissertation/project of approximately 8000 words.

## Learning Outcomes

---

Students in this subject will be able to demonstrate competence in research and the capacity to present a well-written piece of work which analyses or critically reviews the approved topic in depth.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Competition Policy & Law PG (6339)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Class Contact

---

39 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

### Learning Outcomes

---

Students in this subject will be able to:

- Demonstrate a deep understanding of the nature of competition law and its relevance to the global trading environment by applying what they know to topical issues and problems.
- Evaluate the role of competition law and policy in a particular setting such as a country, region or globally.
- Use their understanding of competition law and policy to identify relevant legal risks and devise strategies to best manage those risks.

### Syllabus

---

This subject will examine the nature and scope of competition laws in the US, China, EU and elsewhere and the policy basis behind those laws and will also compare those laws with other selected national laws and relate those laws to the international trading environment.

## Unit: Customs Management Theory & Practice 1PG (6340)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** Faculty of Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Syllabus

---

This subject introduces students to:

- the policy and principles of customs administration
- relevant international conventions and agreements
- risk management
- international trends that impact on customs, including social expectations, emerging technologies and the global economy.

A detailed analysis of the role and responsibilities of customs authorities is undertaken, including an historical perspective of the customs function, its evolving role in international trade and commerce and the various international conventions and agreements which impact on customs policy. The unit includes a comparative aspect, which examines a range of legislative and administrative procedures that have been adopted by the customs authorities of leading economies.

### Learning Outcomes

---

On successful completion of this subject, students will be able to:

- explain the policy objectives of customs administrations and the international influences that shape the policy agenda
- compare the regulatory framework of a particular customs authority against established international standards.

### Class Contact

---

78 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

## Unit: Customs Management Theory & Practice 2PG (6341)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** Faculty of Law

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

### Learning Outcomes

---

On successful completion of this subject, students will be able to:

- explain the policy objectives and legal foundation of key aspects of customs practice.
- compare national regulatory frameworks relating to the assessment of import duties and other taxes against established international standards.

### Class Contact

---

78 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

### Syllabus

---

This subject introduces students to:

- key aspects of customs policy and practice
- international principles governing the assessment of import duties and other taxes
- the implementation of international agreements across a range of customs jurisdictions.

A detailed analysis of particular aspects of customs management is undertaken, including the classification and valuation of goods for customs purposes, international rules of origin, customs warehouses and free trade zones, transit and transshipment, excise, special import arrangements, temporary admission and customs sanction regimes. The unit includes a comparative analysis of the way in which particular international conventions have been implemented in Australia and other countries.

## Unit: Regulatory Compliance Management PG (6342)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Syllabus

---

This subject introduces students to:

- Contemporary methods of regulatory compliance management in the customs context
- The use of risk management principles in ensuring regulatory compliance.

The unit examines the way in which regulatory compliance is managed in the customs context. A detailed analysis of the international trends that impact on the compliance management techniques of customs authorities is undertaken, including emerging technologies, commercial imperatives and international pressures to achieve an appropriate balance between trade facilitation and regulatory control. Comparisons are drawn between the compliance management strategies employed by customs authorities in leading economies.

## Learning Outcomes

---

On successful completion of this subject, students will be able to:

- Identify risk-based strategies to effectively manage compliance with customs regulatory requirements
- Assess the appropriateness and effectiveness of compliance management strategies in particular operational settings
- Critically analyse the compliance management framework of customs authorities against established international standards.

## Class Contact

---

78 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Anti-Dumping & Countervailing PG (6343)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014)

## Syllabus

---

This subject introduces students to:

- The international law principles governing anti-dumping and countervailing
- The policy approaches of governments to anti-dumping
- The implementation of the international agreements in domestic Australian law, as compared with the US and EU legal systems.

The use of anti-dumping and countervailing measures against unfair trading practices (dumping and subsidies) is sanctioned by the General Agreement on Tariffs and Trade, and by subsequent WTO Agreements, but the use by developed countries of these measures is seen by developing countries as contrary to principles of free trade. The Australian Customs Service conducts anti-dumping investigations on behalf of the Australian Government, in ways which are seen internationally as world's best practice. In the global economy, a good understanding of anti-dumping and countervailing law is a must for corporate and commercial lawyers.

## Learning Outcomes

---

On successful completion of this subject, students will be able:

- To understand and interpret relevant international agreements on anti-dumping and countervailing;
- To analyse Australian law and apply the principles and concepts to factual situations;
- To be able to evaluate weaknesses in the legal regime governing dumping and countervailing and suggest possible reforms.
- To compare Australian practice with other jurisdictions and to understand alternative policy approaches to anti-dumping, including the development of competition law at the international level.

## Class Contact

---

39 hours or its equivalent using various forms of delivery including face-to-face, webCT, video conferencing, distance education materials, etc.

## Unit Level Key:

---

- 1 - Offered in *first* year of course curriculum

- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing Research Project PG (6346)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Learning Outcomes

---

This subject introduces students to research skills in the marketing area. Students will be able to conduct a major research project in an area of their choice, showcasing the knowledge and skills they have gained during their studies.

## Prerequisite

---

Marketing G, Marketing Research Methods G.

## Class Contact

---

TBA - may be individually supervised.

## Syllabus

---

Marketing Research Project will introduce students to the complexities of the research process, and students can use the skills and knowledge gained in previous marketing subjects to produce some original research.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Industrial Relations (6347)

---

**Level:** 3      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business & Government

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

## Syllabus

---

The subject focuses on recent changes in labour market regulation in Australia in an international context. An international and comparative overview is undertaken of labour market regulation in Sweden , North America , Japan , selected Asian/pacific economies and New Zealand . Competing models of work organisation in Australia are assessed, with a focus on the re-regulation of industrial and workplace relations in the public and private sectors, gender impacts, flexibility discourses, technological change, and occupational health and safety.

## Prerequisite

---

Industrial Relations.

## Class Contact

---

Normally 39 hours per semester.

## Learning Outcomes

---

On successful completion of this subject students will be able to compare Australian and overseas approaches to the organization and reform of labour markets, identifying key areas of change and continuity; clarify and critically analyse the concepts of deregulation, flexibility, equity, participation and OH &S.

## Unit: Information Systems in Organisations (6348)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

### Class Contact

---

Up to 50 hours per semester.

### Syllabus

---

In this subject, students will be introduced to the Informatics discipline as the study of the utilisation of information technology, particularly as applied through information systems, in conducting the work of government, business and other organisations. Students will gain a conceptual framework for understanding the nature and purpose of Informatics by examining typical kinds of information systems, the data, information and knowledge they embody, the technologies they deploy and the management and social issues they raise. Collaborative ways of creating and using information in a global community will be considered. Students will be introduced to systems analysis, design, implementation and evaluation processes with an emphasis on the quality and methodological aspects of those processes. Students will be encouraged to develop skills in using systems to locate, evaluate, organise and present information using written, oral and visual means.

### Learning Outcomes

---

On successful completion of this subject, students will be able to discuss the nature, kinds, components and impacts of information systems and their use as a fundamental part of organisational processes. They will be able to interpret the concepts of systems, information and technology, give examples of the methodologies used in building information systems and recognise the roles of the various stakeholders in the development and operation of systems. They will have developed written, oral and visual communication skills and, in particular, will be able to use visualisation tools to support communication and decision-making. They will be able to analyse and interpret information systems within the broader discipline area of Informatics.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums

- **H** - Offered in *honours* course curriculums

## Unit: Marketing Management and Planning (6371)

---

**Level:** 2      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2016, 2017, 2018)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Marketing Research Methods (6372)

---

**Level:** 2      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2016, 2017, 2018)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Business Ethics (6397)

---

**Level:** 3      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2016, 2017, 2018)

## Syllabus

---

This subject is the second of four that demonstrates the application of the skills required for the Quality Use of Medicines and practice of pharmacy. Interaction will occur with the healthcare system in its many aspects that will give an understanding to the student of the role of medicines within that system. Close liaison with members of the profession will expose the student to many facets of professional practice. Application of skills and knowledge cultivated within Applied Therapeutics and Pharmacy Practice and Policy will be progressed. Exploration of the needs of the consumer within the health systems will be developed. Projects will be completed that explore the role of the pharmacist within the healthcare team and the provision of primary health care to the consumer. In Clinical Residency PG3, students will be exposed to Pharmacy in Community Nursing, Pathology, Mental Health, the Military, IV/cytotoxic Industry, Oncology and Quality and Safety.

## Class Contact

---

3 hours per week lecture/tutorial or equivalent; up to 30 hours per semester of practical workshops/tutorials; up to 90 hours clinical placement for the semester.

## Learning Outcomes

---

On completion of this subject students will have developed a more complete understanding of the role of the Pharmacist within more specialised areas of the healthcare systems and increased their awareness of the needs of the consumer. Core competencies will have been developed in relation to more complex specialised healthcare outlets.

## Prerequisite

---

Clinical Residency G1, Clinical Residency G2.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

The web site you are accessing has experienced an unexpected error.  
Please contact the website administrator.

The following information is meant for the website developer for debugging purposes.

#### Error Occurred While Processing Request

### Variable STRFORMATTEDSUBJECT is undefined.

The error occurred in

C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:

line 60

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:

line 26

Called from C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:

line 111

58 :

59 : <!-- Display the formatted unit -->

60 : <cfoutput>#strFormattedSubject#</cfoutput>

Resources:

- Check the [ColdFusion documentation](#) to verify that you are using the correct syntax.
- Search the [Knowledge Base](#) to find a solution to your problem.

Browser ColdFusion

Remote Address 127.0.0.1

Referrer

Date/Time 13-Mar-19 12:21 PM

Stack Trace

at cfunitdetail2ecfm202917510.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:60) at

cfdetail2ecfm1026378749.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:26) at

cfindex2ecfm439786969.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:111)

```
coldfusion.runtime.UndefinedVariableException: Variable STRFORMATTEDSUBJECT is undefined.
at coldfusion.runtime.CfJspPage._get(CfJspPage.java:455)
at coldfusion.runtime.CfJspPage._get(CfJspPage.java:421)
at coldfusion.runtime.CfJspPage._get(CfJspPage.java:400)
at coldfusion.runtime.CfJspPage._autoscalarize(CfJspPage.java:1862)
at cfunitdetail2ecfm202917510.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/unitdetail.cfm:60)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfdetail2ecfm1026378749.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/detail.cfm:26)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.filter.CFVariablesScopeFilter.invoke(CFVariablesScopeFilter.java:56)
at coldfusion.tagext.lang.ModuleTag.doStartTag(ModuleTag.java:330)
at coldfusion.runtime.CfJspPage._emptyTcfTag(CfJspPage.java:4082)
at cfindex2ecfm439786969.runPage(C:/ColdFusion2018/cfusion/wwwroot/courses/index.cfm:111)
at coldfusion.runtime.CfJspPage.invoke(CfJspPage.java:262)
at coldfusion.tagext.lang.IncludeTag.handlePageInvoke(IncludeTag.java:729)
at coldfusion.tagext.lang.IncludeTag.doStartTag(IncludeTag.java:565)
at coldfusion.filter.CfincludeFilter.invoke(CfincludeFilter.java:65)
at coldfusion.filter.ApplicationFilter.invoke(ApplicationFilter.java:597)
at coldfusion.filter.RequestMonitorFilter.invoke(RequestMonitorFilter.java:43)
at coldfusion.filter.MonitoringFilter.invoke(MonitoringFilter.java:40)
at coldfusion.filter.PathFilter.invoke(PathFilter.java:162)
at coldfusion.filter.IpFilter.invoke(IpFilter.java:45)
at coldfusion.filter.ExceptionFilter.invoke(ExceptionFilter.java:96)
at coldfusion.filter.ClientScopePersistenceFilter.invoke(ClientScopePersistenceFilter.java:28)
at coldfusion.filter.BrowserFilter.invoke(BrowserFilter.java:38)
at coldfusion.filter.NoCacheFilter.invoke(NoCacheFilter.java:60)
at coldfusion.filter.GlobalsFilter.invoke(GlobalsFilter.java:38)
at coldfusion.filter.DatasourceFilter.invoke(DatasourceFilter.java:22)
at coldfusion.filter.CachingFilter.invoke(CachingFilter.java:62)
at coldfusion.CfmServlet.service(CfmServlet.java:226)
at coldfusion.bootstrap.BootstrapServlet.service(BootstrapServlet.java:311)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:231)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at coldfusion.monitor.event.MonitoringServletFilter.doFilter(MonitoringServletFilter.java:46)
at coldfusion.bootstrap.BootstrapFilter.doFilter(BootstrapFilter.java:47)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.tomcat.websocket.server.WsFilter.doFilter(WsFilter.java:53)
at org.apache.catalina.core.ApplicationFilterChain.internalDoFilter(ApplicationFilterChain.java:193)
at org.apache.catalina.core.ApplicationFilterChain.doFilter(ApplicationFilterChain.java:166)
at org.apache.catalina.core.StandardWrapperValve.invoke(StandardWrapperValve.java:199)
at org.apache.catalina.core.StandardContextValve.invoke(StandardContextValve.java:96)
at org.apache.catalina.authenticator.AuthenticatorBase.invoke(AuthenticatorBase.java:491)
at org.apache.catalina.core.StandardHostValve.invoke(StandardHostValve.java:139)
at org.apache.catalina.valves.ErrorReportValve.invoke(ErrorReportValve.java:92)
```

```
at org.apache.catalina.core.StandardEngineValve.invoke(StandardEngineValve.java:87)
at org.apache.catalina.connector.CoyoteAdapter.service(CoyoteAdapter.java:357)
at org.apache.coyote.http11.Http11Processor.service(Http11Processor.java:408)
at org.apache.coyote.AbstractProcessorLight.process(AbstractProcessorLight.java:66)
at org.apache.coyote.AbstractProtocol$ConnectionHandler.process(AbstractProtocol.java:764)
at org.apache.tomcat.util.net.NioEndpoint$SocketProcessor.doRun(NioEndpoint.java:1388)
at org.apache.tomcat.util.net.SocketProcessorBase.run(SocketProcessorBase.java:49)
at java.base/java.util.concurrent.ThreadPoolExecutor.runWorker(ThreadPoolExecutor.java:1128)
at java.base/java.util.concurrent.ThreadPoolExecutor$Worker.run(ThreadPoolExecutor.java:628)
at org.apache.tomcat.util.threads.TaskThread$WrappingRunnable.run(TaskThread.java:61)
at java.base/java.lang.Thread.run(Thread.java:834)
```

## Unit: Mathematics for High School Teachers A (6420)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1A (BRUCE, INT-HIST)
- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

Prospective teachers of High School Mathematics will: gain essential insight into how topics in high school mathematics interrelate and their relevance to current applications in mathematics; solve algebraic problems and conduct investigations applying a range of appropriate techniques and algorithms, both paper and software based; construct proofs and analyse algebraic argument.

## Class Contact

---

4 hours per week of face to face contact plus up to 8 hours seminars/workshops/field work.

## Prerequisite

---

Minimum year 12 Tertiary Maths (NSW 2-Unit, ACT T-Maths)

## Syllabus

---

This subject presents Algebra topics from the year 7-10 mathematics curriculum. The primary focus is on the foundations of algebra and developing a deeper understanding of the algebra taught in High Schools. Topics include: Number Systems, Polynomials, Equations, Functions.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Mathematics for High School Teachers B (6421)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Information Sciences & Engineering

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, INT-HIST)

### Syllabus

---

This subject presents Geometry topics from the year 7-10 mathematics curriculum. The primary focus is on the foundations of geometry and developing a deeper understanding of the geometry taught in High Schools. Topics include: Euclidean Geometry, Congruence, Symmetry, Similarity, Trigonometry, Area & Volume, the Cartesian Model.

### Prerequisite

---

Minimum year 12 Tertiary Maths (NSW 2-Unit, ACT T-Maths)

### Class Contact

---

4 hours per week of face to face contact plus up to 8 hours seminars/workshops/field work.

### Learning Outcomes

---

Prospective teachers of High School Mathematics will: gain essential insight into how topics in high school mathematics interrelate and their relevance to current applications in mathematics; solve geometric problems and conduct investigations applying a range of appropriate techniques and algorithms, both paper and software based; construct proofs and analyse geometric argument.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Teaching High School Mathematics (6422)

---

**Level:** G      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Education & Community Studies

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)
- S1A (BRUCE, INT-HIST)

## Learning Outcomes

---

Prospective teachers of high school mathematics will: articulate, discuss and critique current learning theories in mathematics; use graphics calculators and computer software effectively to support students' mathematics learning; plan effective learning and assessment activities in mathematics for high school students; and develop an innovative unit of work for high school mathematics incorporating a variety of appropriate learning and assessment activities.

## Syllabus

---

This subject examines the specific demands of the teaching of mathematics in junior secondary school, by building on and further developing the teaching skills already possessed by teachers undertaking the retraining course. Through a study of current research, teachers will develop a rich knowledge of how students learn mathematics, and through case studies of effective practice, they will develop a range of practical methodologies for promoting student learning in the high school years. The effective use of technology for teaching mathematics is a key element of the subject.

## Prerequisite

---

Minimum year 12 Tertiary Maths (NSW 2-Unit, ACT T-Maths)

## Class Contact

---

4 hours per week of face to face contact plus up to 8 hours seminars/workshops/field work.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums



- **H** - Offered in *honours* course curriculums

## Unit: Principles of Common Law PG (6423)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** Faculty of Law

**Availability in 2004:** (Also available in: 2009)

- UCT4 (BMCPL, Face-to-Face)

### Class Contact

---

52 hours of structured learning or its equivalent using various forms of delivery including face-to-face, webct, video conferencing, distance education materials, etc.

### Prerequisite

---

Admission to any post graduate UC courses, including, Graduate Certificate, Diploma or Master of Legal Studies, Master of Laws, Master of International Economic Law, Master of Corporate Law, or Doctor of Legal Science, Grad Certificate, Grad Diploma or Masters of Management.

### Syllabus

---

This subject introduces students to the major legal systems in the world with a focus on Anglo American Common Law. The objective of the subject is to equip students to understand the basic principles of the Common Law and continental European Civil Law and to be able to negotiate with parties from such legal cultures. Topics covered include the history and sources of law, major public and private law institutions, the role of lawyers (and of international lawyers working with them), and selected substantive legal issues.

### Learning Outcomes

---

On successful completion of this subject, students will be able to: understand and describe the major features of the major legal systems of the world; demonstrate by a written research assignment and participation in class discussions an understanding of the historical, social, economic and political context in which divergent legal systems have emerged; utilise comparative research methods in approaching a legal problem or issue.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Organisations (WTO) PG (6424)

---

**Level:** P      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)
- UCT4 (BMCPL, Face-to-Face)

## Syllabus

---

International Organisations such as the WTO, WIPO, UNCTAD, and UNCITRAL play a pivotal role in the promotion and facilitating of world trade. The purpose of this subject is to introduce students into the overall international trade framework and the policy, and operational roles played by key international organisations and the consequent legal issues which emerge from their operation.

## Learning Outcomes

---

On successful completion of this subject, students will be able to: understand and interpret relevant international agreements such as General Agreement on Tariffs and Trade, and by subsequent WTO Agreements; evaluate weaknesses in the legal regime governing the WTO and other relevant international trade organisations; understand and utilise dispute settlement arrangements provided within the framework of such international organisations.

## Prerequisite

---

Admission to any post graduate UC course, including Graduate Certificate, Diploma or Master of Legal Studies, Master of Laws, Master of International Economic Law, Master of Corporate Law, or Doctor of Legal Science, Grad Certificate, Grad Diploma or Masters of Management.

## Class Contact

---

52 hours of structured learning or its equivalent using various forms of delivery including face-to-face, webct, video conferencing, distance education materials, etc.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums

- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Introduction to Outside Broadcast: CIT (6425)

---

**Level:** 1      **Credit Points:** 0      **Contribution Band:** 1

**Faculty:** Faculty of Arts and Design

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Governance in Business and Government PG (6426)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Asia Pacific Business G (6427)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Decision Making Under Uncertainty: ANZSOG (6428)

---

**Level:** P      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015, 2016, 2017, 2018, 2019)

### Learning Outcomes

---

On completion of this subject students will: be aware of the main techniques of quantitative and qualitative analysis particularly within a government setting; understand how to apply quantitative and qualitative analysis particularly within a government setting; be able to accurately use and interpret data for decision making; develop judgment in drawing inferences from data and analysis.

### Prerequisite

---

Admission to the executive masters course in Public Administration (ANZSOG), 764AA.

### Syllabus

---

This course introduces and examines quantitative reasoning techniques for addressing policy problems, including probabilistic analysis, sampling, data analysis and statistical inference, decision making under uncertainty, modeling and constrained optimization. It also considers qualitative research techniques including formulating research questions and objectives, research ethics, data collection techniques, and the analysis and evaluation of qualitative data. The course is practically oriented towards identifying strategies for data collection and principles for critically evaluating the data collected by others.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Delivering Public Value: ANZSOG (6429)

---

**Level:** P      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2017, 2018, 2019)

## Syllabus

---

This course examines the theory and application in public sector contexts of organizational structure, purpose and rules; political purposes and institutional arrangements; risk identification and management; operational planning; and interdependencies and connections between policy and service delivery and between policies and programs. Utilizing the theoretical perspectives of the management disciplines, the course will be practically oriented towards delivering outcomes for government, applying available resources efficiently and managing people and operations to deliver those outcomes.

## Learning Outcomes

---

The objectives of this subject are that students will: appreciate the different kinds of value created by public sector organizations for citizens and clients; understand how the political environment affects organizational objectives; be aware of the various kinds of operational capabilities available to public sector managers, and how they can be mobilized; know how to recognize problems from symptoms, identify opportunities for action and manage risks in delivering value to the community; enhance their skills in people and knowledge management, contracting, partnering and inter-organisational collaboration in the public sector; be able to think strategically about delivering public value.

## Prerequisite

---

Admission to the executive master's course in Public Administration (ANZSOG), 764AA.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Designing Public Policies and Programs: ANZSOG (6430)

---

**Level:** P      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Government in a Market Economy: ANZSOG (6432)

---

**Level:** P      **Credit Points:** 0      **Contribution Band:** 2

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2015, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Pharmacology PG (6435)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

## Learning Outcomes

---

The student will have begun to develop core competency in the area of clinical pharmacology that will enable them to progress to a more complex level of study in future subjects such as Applied Therapeutics. Students should demonstrate sound knowledge of drug receptor theory, agonists and antagonists, and other pharmacology fundamentals. Using this knowledge, students will be able to explain the mechanisms of actions of a variety of drug classes, and potential adverse effects of drugs.

## Syllabus

---

This unit will focus on how drugs work in the human body. Emphasis will be on *clinical* pharmacology, with students acquiring the skills to apply their pharmacology knowledge to the clinical setting. Initially, discussion will occur on the effects of drugs at the molecular and cellular level, with subsequent progression towards the effects of drugs on the human system in general. New drugs, their development, and their efficacy, especially in comparison to older agents will be considered. Application of evidence-based principles will be utilised as well as the role of trials in the development of clinical knowledge.

## Class Contact

---

Three hours per week lecture/tutorial or equivalent; up to 150 hours/semester of practical laboratory workshops/tutorials. This practical time will extend over 21 weeks.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Medicinal Chemistry PG (6436)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

### Corequisite

---

Pharmacology P, Pharmaceutics 1P.

### Learning Outcomes

---

The student will develop the ability to recognise chemical structures of common medicinal agents and be familiar with methods used to optimise new chemical entities and existing drugs to improve their safety and efficacy profiles.

### Syllabus

---

This unit aims to develop the students ability to correlate chemical structure with the physicochemical properties and biological activity (including metabolic fate) of drug molecules. The application of such principles to the design, production and optimisation of both historical and new drug entities will be examined and will progress towards the clinical application of those drugs.

### Class Contact

---

Three hours per week lecture/tutorial or equivalent; up to 30 hours/semester of practical laboratory workshops/tutorials.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Pharmaceutics 1 PG (6437)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

### Class Contact

---

Three hours per week lecture/tutorial or equivalent; up to 150 hours of practical workshops/tutorials. The practical time will extend over 21 weeks.

### Syllabus

---

This unit examines the science involved in turning a drug into a medicine. Issues involving the scientific and technological aspects of the design and manufacture of dosage forms are introduced. An understanding of the basic physical chemistry for drug design of medications and the formulation and dosage of medicines will be developed as well as biopharmaceutical principles. Practical classes developing extemporaneous dispensing skills will facilitate the progression from theory to practice. Application of these skills will be used within practice visits.

### Corequisite

---

Pharmacology P, Medicinal Chemistry P.

### Learning Outcomes

---

The student will have begun to develop core competency in the area of pharmaceutics that will enable them to progress to a more complex level of study in future subjects such as Pharmaceutics 2P. Students should demonstrate sound knowledge of the design of dosage forms, the scientific principles of dosage form design, particle science and powder technology and the biopharmaceutical principles of drug delivery. Using this knowledge, students will be able to explain the basic physical chemistry necessary for the design of dosage forms, discuss the design and formulation of medicines and then use this knowledge to demonstrate how the route of administration of the dose form affects the rate and extent of drug absorption into the body and thus affect the patient and their disease state.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums

- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Applied Therapeutics 2 PG (6441)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Pharmacy Practice 1 PG (6442)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Quality Use of Medicines 1 PG (6443)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 3

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2006, 2009, 2010, 2011, 2012, 2013, 2014)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Cardiothoracic Interventions 1 PG (6447)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Syllabus

---

This unit aims to develop the clinical decision making processes, knowledge and skills necessary for effective assessment and treatment of patients with disorders of the respiratory and cardiovascular systems. Students will evaluate the pathophysiology and functional consequences of respiratory disorders (such as airflow limitation; inflammatory and infective conditions) on pulmonary function. Students will become familiar with the pathophysiology of atherosclerosis, coronary artery disease and ischaemic heart disease. They will examine management strategies for the patient following cardiothoracic surgery; abdominal and vascular surgery. The role of exercise and rehabilitation in the management of these conditions will also be examined.

### Class Contact

---

two hours per week lecture/tutorial or equivalent; up to two hours per week practical work; up to 100 hours clinical placement over a year.

### Learning Outcomes

---

Students will be competent in assessment and interpretation, planning, implementation and evaluation of intervention skills required for the practice of physiotherapy in disorders of the respiratory and cardiovascular systems. They will also be able to integrate these competencies into clinical physiotherapy practice. Students will also demonstrate a sound knowledge in primary and secondary prevention strategies for patients with disorders of the respiratory and cardiovascular systems.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Electrophysical Agents PG (6448)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

## Learning Outcomes

---

By the end of this unit the student will be able to explain the role of specific electrophysical agents used in patient management and use research evidence, integrated with knowledge of the physical and physiological effects of these modalities to implement treatment programs. These competencies will be demonstrated and integrated into clinical physiotherapy practice.

## Syllabus

---

This unit aims to develop basic knowledge and skills in the safe and effective use of a range of electrophysical agents used in physiotherapy practice. Technical competency and safe practice skills will be developed with the aim of providing students with the ability to choose appropriate treatment interventions with consideration of the appropriate evidence base for a range of electrophysical agents in common use. Communication and record keeping skills are emphasized as an essential component of quality health management. Selected physical and electrical treatment modalities will be covered.

## Class Contact

---

One hour per week lecture/tutorial or equivalent; 2 hours per week practical work; up to 100 hours clinical placement over a year.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Musculoskeletal Interventions 1 PG (6449)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

### Syllabus

---

This unit introduces students to physiotherapy management interventions in disorders of the peripheral joints of the human musculoskeletal system. Students will study the pathophysiology and orthopaedic management of common musculoskeletal disorders. Students will be taught the clinical reasoning and practical skills required for assessment and treatment.

### Learning Outcomes

---

After completing this unit, students will be able to undertake a subjective and objective patient assessment and from this information plan and implement a simple treatment program. Basic knowledge and skills in effective selection, safe implementation and use of a range of treatment interventions will be developed. They will be able to apply methods of measuring the outcome of these treatments. These competencies will be demonstrated and integrated into clinical physiotherapy practice.

### Class Contact

---

Three hours per week lecture/tutorial or equivalent; up to three hours per week practical work; up to 100 hours clinical placement over a year.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Health Professional Practice 1 PG (6450)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013)

## Learning Outcomes

---

On completion of this unit, students will understand and demonstrate the importance of clear communication with the patient or carer. The student will attain the skills required for self-management within the health care framework. These competencies will be demonstrated and integrated into clinical practice.

## Syllabus

---

This unit introduces issues and practices in health care service delivery as they affect the health professional. Focus will be on communication with patients and carers. Increased understanding of the needs of the patient within the health care system will be developed and, in particular discussion of issues that may be a barrier to effective communication. In addition, there will be a focus on the individual health professionals self-management. Professional specific curriculum may be required.

## Class Contact

---

Up to three hours per week lecture/tutorial or equivalent; up to 150 hours clinical placement over a year.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Cardiothoracic Interventions 2 PG (6455)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Musculoskeletal Interventions 3 PG (6457)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Paediatric Interventions PG (6458)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research, Thesis and Professional Practice (6463)

---

**Level:** H      **Credit Points:** 18      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychological Measurement (6464)

---

**Level:** H      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)
- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Psychological Topics A (6465)

---

**Level:** H      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Advanced Psychological Topics B (6466)

---

**Level:** H      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Health and Nutrition Across The Lifecycle PG (6467)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Influencing Change: Policy, Food, Community PG (6468)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Epidemiology and Principles of Research PG (6469)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2013, 2014)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Professional Practice in Health Settings PG (6470)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports Nutrition PG (6471)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## **Unit: Physical Activity, Nutrition and Health PG (6472)**

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Food & Consumer Science G (6473)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nutritional Science 1G (6474)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Nutritional Science 2G (6475)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Nutrition, Society and Health G (6476)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Dietetics 1 PG (6477)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005)

- Y (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Clinical Dietetics 2 PG (6478)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2005, 2006)

- Y (BRUCE, Face-to-Face)
- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Chemistry 1A G (6479)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Biochemistry G (6480)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Biochemistry G (6481)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Physiology and Anatomy 1G (6482)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Human Physiology and Anatomy 2G (6483)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** Not offered (Also available in: 2007)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Human Physiology and the Lifecycle G (6484)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Chemistry 1B G (6485)

---

**Level:** G      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Science and Technology

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Planning PG (6486)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Research Project and Thesis PG (6487)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- Y (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Psychological Measurement PG (6489)

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered (Also available in: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## **Unit: Advanced Psychological Topics A PG (6490)**

---

**Level:** P      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Health

**Availability in 2004:** Not offered

**There are currently no offerings for this unit.**

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

## Unit: Psychopathology and Emotion and Motivation G (6497)

---

**Level:** G      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Learning, Sensation and Perception (6501)

---

**Level:** 2      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** School of Health Sciences

**Availability in 2004:**

- S1 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Politics and Democracy (675)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2016, 2017, 2018)

## Class Contact

---

One two-hour lecture and a one-hour tutorial a week.

## Syllabus

---

This subject provides an introduction to the study of democratic theory and its translation into political practice. Debates over what is democracy and ideologies that address the issue of how political society should be organised, such as liberalism and socialism are discussed, with the focus on the role of the state. The course also examines citizen participation in the democratic process through political parties and pressure groups and the role of the media.

## Learning Outcomes

---

Students will have an awareness of the nature of politics and the ways it can be studied, different ideas about how a state should be governed and be able to analyse critically the arguments for and against each ideology and the differences between them.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contemporary Tourism Issues M 8cp (4cp) (7066)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Regional Tourism Development M 8cp (4cp) (7067)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Tourism Studies Masters Thesis Proposal 8cp (4cp) (7068)

---

**Level:** M      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Information Management & Tourism

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

There is no description available for this unit.

To review this information please refer to the hard copy edition of the University of Canberra Handbook for the years up to and including 2007. Hard copy editions are located at the University of Canberra Library.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Basic Sociology (715)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is an introduction to the sociological perspective and sociological concepts. The objective of the subject is to teach skills for understanding and finding out about society and social behaviour. The emphasis is on Australian society.

## Learning Outcomes

---

At the end of this subject students should have a clear understanding of the main structures and processes which produced and maintain modern society; be able to apply sociological concepts to make sense of the social world; know how and where to search for information to sustain a sociological argument.

## Class Contact

---

Two one hour lectures and a one and half hour tutorial a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sociological Theory (716)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Basic Sociology.

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject builds on concepts and skills acquired in introductory subjects and will give an account of the development of sociological thought. Detailed consideration will be given to the writings of major sociological theorists.

## Learning Outcomes

---

On completing this subject students will have a clear understanding of the idea of systematic thought within the social sciences; the relationship between theory and methodology; and the development of major strands of thought about modern society.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Sports & the Law (765)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S1 (BRUCE, Face-to-Face)

## Prerequisite

---

Concepts and Elements of Law or Law in Administration G.

## Learning Outcomes

---

This course is designed to sensitise students to the legal dimension of sport so that they should be able to recognise whether a particular issue has legal significance. The subject emphasises research skills. Students will be able to conduct affairs in sport, at all levels from recreational to fully commercial, knowing what legal issues may arise and being able to avoid the danger areas.

## Class Contact

---

Three hours a week.

## Syllabus

---

This subject examines the impact of the law on sport for administrators and participants. It deals with the law as it relates to the individual and the sporting organisation. It recognises that sport has considerable commercial significance and reviews the appropriate law.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Contemporary Australian Literature M (770)

---

**Level:** M      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Creative Communication

**Availability in 2004:** Not offered (Also available in: 2005)

### Prerequisite

---

Early Australian Literature PG or permission of the Associate Professor.

### Syllabus

---

This subject examines the development of Australian social, political and philosophical thought and of its literary expression through the study of selected works of Australian literature from the late nineteenth century to the present day.

### Class Contact

---

Three hours a week.

### Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Family Law (80)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, 2005)

- S2 (BRUCE, Face-to-Face)

## Prerequisite

---

Concepts and Elements of Law, or equivalent or Law in Administration G.

## Syllabus

---

Studies the law and the context which affects the formation and regulation of families in our changing society. It focuses on the formation and dissolution of marriage, decision-making about children, property division, effects of violence, and the indeterminacy of Family Law. Other issues focused on include: Part VII of the Family Law Act and the implementation of the; best interest test, emphasis on mediation and private ordering, relocation and the changing legislations impact on defactos, same-sex couples and transsexuals.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Students learn to: discuss the application of legislative provisions and case law in a given hypothetical factual situation involving a family law dispute; engage in critical analysis of aspects of family law; identify and research family law materials; develop coherent oral and written analysis of contemporary issues in family law; be able to look at the law holistically and contextually.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Functional Anatomy (880)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Health Sciences

**Availability in 2004:** (Also available in: 2003, )

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three one-hour lectures and one one-hour tutorial a week.

## Syllabus

---

This subject is concerned with the anatomical basis of physical activity and sports performance. Particular attention is given to the human musculo-skeletal system and to the analysis of muscle involvement in different movements. The functional anatomy of the nervous, cardio-vascular and respiratory systems will also be covered in some detail.

## Learning Outcomes

---

At the end of this subject it is expected that students will possess a basic general knowledge of the musculo-skeletal, circulatory, respiratory and nervous systems of the human body.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Development Economics (892)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Class Contact

---

Three to four hours a week.

## Syllabus

---

This subject applies economic principles to the analysis of the growth and development of Third World countries. Theories of growth, development and structural change are examined. Applied problems policy responses in Third World countries are analysed. The issues covered include income distribution, technological change, the role of government and planning, rural development, trade, industrialisation, aid and debt, structural adjustment and the balance of payments. Macro and micro policy levels are covered with an emphasis on comparative country case studies.

## Prerequisite

---

Microeconomics 1 or Macroeconomics 1 or Economics 1A or permission of the lecturer.

## Learning Outcomes

---

On completion of this subject, students should be able to have an understanding of the economic functioning of developing economies and their role in the global economy; be able to use economic theory to analyse economic problems; derive relevant policy prescriptions in developing countries and Australia.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Law of Communications (952)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 3

**Faculty:** School of Law

**Availability in 2004:** (Also available in: 2002, 2003, )

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

The aim of this course is to survey the protection afforded, and the limits imposed, by the law on the freedom of speech in Australia. The course has been designed, in particular, to make journalists and authors aware of the relevance of several areas of the law that impinge on their professional work. But the course allows for the accommodation of the interests of others such as librarians and teachers.

## Class Contact

---

Two hours of lectures and a one hour tutorial a week.

## Corequisite

---

Concepts and Elements of Law or Law in Administration G.

## Learning Outcomes

---

Acquisition of knowledge and an understanding of case law and statutory provisions which protect the freedom of expression and the mass media in Australia. Development of an understanding of the relevance and application of these laws as they apply to the work of journalists, authors, teachers, librarians and related professions. Development of the skill of formulating, developing and presenting legal arguments as they apply to concrete situations. Heightening of an understanding of the relationship between the law, the mass media, the work of professional persons engaged in the media and the Australian public.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Social Research Methods (953)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:**

- S2 (BRUCE, Face-to-Face)

## Syllabus

---

This subject provides an introduction to the range of research methods used by social scientists. It compares experimental, survey, observational, narrative, case study and other research approaches, and the ethical issues they raise. It examines how hypotheses are developed and tested, methods are selected and applied, and results interpreted. Students get an opportunity to develop their own research questions and carry out empirical research. Emphasis is placed on applications of research in a policy environment.

## Class Contact

---

Three hours a week.

## Learning Outcomes

---

Students doing this course should have developed: an appreciation of key concepts used in social research; an awareness of the range of methods available, and knowledge about when it is appropriate to use each method; skills in developing and defining research questions; skills in identifying, critically evaluating and using relevant background literature; skills in planning, carrying out and interpreting empirical research; an ability to apply research findings in a policy environment.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Sociology of Health (955)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 1

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S2 (BRUCE, Face-to-Face)

## Class Contact

---

Three hours a week.

## Prerequisite

---

Basic Sociology and an approved level 2 subject.

## Learning Outcomes

---

On completing the subject students will have an increased understanding of selected theoretical and methodological issues as they affect the sociological study of health.

## Syllabus

---

This subject builds on concepts and skills acquired in introductory subjects and introduces students to sociological approaches to the study of society, health, illness, sickness, disease, pain, suffering, death, dying and medicine.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: Dynamic Earth (959)

---

**Level:** 1      **Credit Points:** 3      **Contribution Band:** 2

**Faculty:** School of Resource, Environmental & Heritage Sciences

**Availability in 2004:** (Also available in: 2002, 2003, )

- S1 (BRUCE, Face-to-Face)

## Syllabus

---

This subject is an introduction to planet earth. It assumes no prior knowledge of geology and is designed both for students intending to major in the earth sciences and for students from other disciplines in the University. Three major topics are covered (1) the Earth Today - its major tectonic features, materials and internal processes (2) history of the Earth - , stratigraphy, rock dating the geological time scale and methods of interpreting past environments (3) Earth resources and human interaction - the importance of geological processes and materials to human activities and survival.

## Class Contact

---

One two-hour lecture and one three-hour practical/tutorial a week and two days of field class at weekends.

## Learning Outcomes

---

At the end of this subject it is expected that students will be able to understand and use the fundamental concepts of geology; identify, describe and interpret the significance of the more common and important minerals, rocks and geological structures; investigate global change through geological time and understand the major interactions between different systems of the planet; and interpret geological history and structure from simple geological maps and cross sections.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums



## Unit: Research Methods PG. (994)

---

**Level:** P      **Credit Points:** 6      **Contribution Band:** 1

**Faculty:** Faculty of Business, Government & Law

**Availability in 2004:** Not offered (Also available in: 2013, 2014, 2015)

## Syllabus

---

In this subject students consider the fundamental purposes and principles of research, and in particular focus upon the distinctive characteristics and problems of the use and management of information resources and the methods of research best adapted to the solution of research problems in this area. Selected research studies will be critically evaluated. Each student also presents a research proposal.

## Prerequisite

---

Enrolment in Graduate Diploma of Arts in Information Studies, or permission of the Program Director.

## Class Contact

---

Four hours of seminars a week.

## Learning Outcomes

---

At the end of the subject, students should be able to critically evaluate published research, including research based on statistical analysis, using criteria accepted in the social sciences; make an informed choice of research methods appropriate to the execution of a social science research project; and present and justify a research proposal.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums

## Unit: International Economics (99)

---

**Level:** 3      **Credit Points:** 4      **Contribution Band:** 2

**Faculty:** School of Business & Government

**Availability in 2004:** (Also available in: 2005)

- S1 (BRUCE, Face-to-Face)

## Learning Outcomes

---

On completion of this subject, students should be able to understand the gains generated from international trade; understand the nature of various barriers to trade; understand differences between fixed and flexible exchange rate systems.

## Prerequisite

---

Macroeconomics 2 and Microeconomics 2.

## Syllabus

---

This subject comprises a study of the principles of international trade, and their application to the Australian economy. Topics include a survey of the theories of international trade; the economic effects of protection; the analysis of the balance of payments; policy projections for external and internal balance; capital flows and foreign investment; the rate of exchange; the problem of international liquidity; international monetary institutions; international trade and development; customs, unions, and trade liberalisation.

## Class Contact

---

Three to four hours a week.

## Unit Level Key:

---

- **1** - Offered in *first* year of course curriculum
- **2** - Offered in *second* year of course curriculum
- **3** - Offered in *third* year of course curriculum
- **4** - Offered in *fourth* year of course curriculum
- **5** - Offered in *fifth* year of course curriculum
- **G** - Offered in *graduate* course curriculums
- **PG** - Offered in *postgraduate* course curriculums
- **R** - Offered in *research* course curriculums
- **H** - Offered in *honours* course curriculums