Swinburne University of Technology

For detailed course and subject information visit: www.swinburne.edu.au/coursefinder
or ring the Information Hotline 1300 368 777.

eNews, Views and Profiles from Swinburne
visit www.swinke.com

Swinburne’s Virtual Campus Tour
visit www.swinburne.edu.au/campusmap

www.swinburne.edu.au/coursefinder

www.swinburne.edu.au

November 2004
SP0173-19-1104

EDUCATION THAT WORKS
swinburne.edu.au
How to use this Handbook

The Postgraduate Course Handbook is a complete reference for prospective and current students to the University's academic programs and structures. This Handbook is ordered into three main areas: general Swinburne information; postgraduate course information; and subject details.

To locate a specific course, consult the main contents page, opposite, and identify the course title and page reference you require. All subject details for all courses are contained in the final chapter in alphanumeric order.

Course descriptions
Courses are listed in alphabetical order under the offering Faculty/School. Each course description outlines a course structure which includes a list of required subjects.

Subject details
All subjects may be found in the final chapter of the Handbook. All subjects are allocated an alphanumeric code and are listed in this order.

Policies and procedures
The official policies, procedures and regulations relating to students is available from the University website: http://ppd.swin.edu.au

CourseFinder
Swinburne's CourseFinder is the source of this handbook's course information, which was downloaded in September 2004. The database is updated regularly throughout the year. For the most up-to-date information, the database can be accessed from our website under 'Courses' or at: www.swinburne.edu.au/coursefinder
## Contents

### General University Information
- Coat of Arms 7
- A Proud History 7
- Swinburne Today 7
- Swinburne’s Future 7
- Teaching Sectors 8
- Swinburne Campus Location Map 9

### Organisation Charts
- Governance Structure 10
- University Structure 11
- Higher Education Division (Hawthorn/Prahran) 12
- Swinburne, Lilydale Division 13
- TAFE Division 14

### Officers and Staff of the University
- University Council 15
- Chancellery 15
- Office of the Deputy Vice-Chancellor (Learning and Teaching) 15
- Office of the Pro Vice-Chancellor (Research and Industry Liaison) 16
- Office of the Vice-President (Resources) 16
- Office of the Vice-President (Student Affairs) 16
- Higher Education Division (Hawthorn/Prahran) 17
  - Divisional Staff 17
  - Australian Graduate School of Entrepreneurship (AGSE) 17
  - Faculty of Business and Enterprise 18
  - Faculty of Design 19
  - Faculty of Engineering and Industrial Sciences 19
  - Faculty of Information and Communication Technologies 21
  - Faculty of Life and Social Sciences 23
- Swinburne, Lilydale Division 25
- Swinburne TAFE Division 26

### Research Institutes and Centres
- Brain Sciences Institute (BSI) 27
- Environment and Biotechnology Centre 27
- Industrial Research Institute Swinburne (IRIS) 27
- Institute for Social Research (ISR) 27

### Other Affiliated Centres:
- Australian Centre for Emerging Technologies and Society (ACETS) 28
- Australian Foresight Institute (AFI) 28
- Australian Graduate School of Entrepreneurship (AGSE) 29
- Centre for Advanced Internet Architectures (CAIA) 29
- Centre for Astrophysics and Supercomputing 29
- Centre for Atom Optics and Ultrafast Spectroscopy (CAOUS) 29
- Centre for Business and Management Research (CMBR) 29
- Centre for Component Software and Enterprise Systems (CeCSES) 30
- Centre for eBusiness and Communication 30
- Centre for Electronic Financial Services (CeFS) 30
- Centre for Imaging and Applied Optics (CIAO) 30
- Centre for Intelligent Agents and Multi-Agent Systems (CIAM AS) 30
- Centre for Intelligent Systems and Complex Processes (CISCOP) 30
- Centre for Internet Computing and eCommerce (CICEC) 31
- Centre for Micro-Photonics (CMP) 31
- Centre for Molecuar Simulation 31
- Centre for Software Engineering (CSE) 31
- Graduate School of Integrative Medicine (GSIM) 31
- Information Technology Innovation Group (ITIG) 31
- Psychology Centre 32
- Sensory Neuroscience Laboratory 32
- Swinburne Centre for Neuropsychology 32

## Postgraduate Courses

### Postgraduate Courses
- Postgraduate Course Chart 34-39
- Postgraduate Awards 40-43
- Postgraduate General Information 44
  - Application Procedure 44
  - Fees 44
  - Higher Education Loan Program (HELP) 44
  - Nested Programs 44
  - Scholarships 44
  - Single Subject / Cross Institutional Study 45
  - Student Information Centre 45
- Study Periods/Semesters 45
- Swinburne Graduate Research School (SGRS) 45
- Swinburne University Postgraduate Association (SUPA) 46

### Higher Education Division (Hawthorn/Prahran)

#### Australian Graduate School of Entrepreneurship (AGSE)

##### Business Administration
- M aster of Business Administration (MBA) (Honours) 47
- M aster of Business Administration (MBA) 47
- Graduate Diploma of Business Administration 47
- Graduate Certificate of Business Administration 47

##### Entrepreneurship and Innovation
- M aster of Entrepreneurship and Innovation (M EI) (Honours) 48
- M aster of Entrepreneurship and Innovation (M EI) 48
- Graduate Diploma of Entrepreneurship and Innovation 48
- Graduate Certificate of Entrepreneurship and Innovation 48

##### Professional Doctorate
- Doctor of Business Administration (DBA) 50

#### Higher Degrees by Research
- Doctor of Philosophy (Entrepreneurship and Innovation) 51

## Faculty of Business and Enterprise

### Accounting
- M aster of Accounting (Honours) 51
- M aster of Accounting 51
- Graduate Diploma of Accounting 51
- Graduate Certificate of Accounting 51

### Human Resource Management
- M aster of Business in Human Resource Management 52
- Graduate Diploma of Business in Human Resource Management 52
- Graduate Certificate of Business in Human Resource Management 52

### International Business
- M aster of Business in International Business 53
- Graduate Diploma of Business in International Business 53
- Graduate Certificate of Business in International Business 53

### Marketing
- M aster of Business in Marketing 54
- Graduate Diploma of Business in Marketing 54
- Graduate Certificate of Business in Marketing 54

### Professional Practice
- Graduate Diploma of Business in Professional Practice 55

### Research Methodology
- Graduate Diploma of Business in Research Methodology 56

### Strategic Foresight
- M aster of Science in Strategic Foresight 56
- Graduate Diploma of Science in Strategic Foresight 56
- Graduate Certificate of Science in Strategic Foresight 56

### Higher Degrees by Research
- M aster of Business 57
- Doctor of Philosophy 57
<table>
<thead>
<tr>
<th>Faculty of Design</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Design</strong></td>
<td>58</td>
</tr>
<tr>
<td>Master of Design in Communication Design</td>
<td>58</td>
</tr>
<tr>
<td>Graduate Diploma of Design in Communication Design</td>
<td>58</td>
</tr>
<tr>
<td>Graduate Certificate in Communication Design</td>
<td>58</td>
</tr>
<tr>
<td><strong>Design Studies</strong></td>
<td>59</td>
</tr>
<tr>
<td>Graduate Diploma of Design in Design Studies</td>
<td>59</td>
</tr>
<tr>
<td><strong>Industrial Design</strong></td>
<td>60</td>
</tr>
<tr>
<td>Master of Design in Industrial Design</td>
<td>60</td>
</tr>
<tr>
<td>Graduate Diploma of Design in Industrial Design</td>
<td>60</td>
</tr>
<tr>
<td><strong>Interior Design</strong></td>
<td>61</td>
</tr>
<tr>
<td>Master of Design in Interior Design</td>
<td>61</td>
</tr>
<tr>
<td>Graduate Diploma of Design in Interior Design</td>
<td>61</td>
</tr>
<tr>
<td><strong>Multimedia Design</strong></td>
<td>61</td>
</tr>
<tr>
<td>Master of Design in Multimedia Design</td>
<td>61</td>
</tr>
<tr>
<td>Graduate Diploma of Design in Multimedia Design</td>
<td>61</td>
</tr>
<tr>
<td>Graduate Certificate of Design in Multimedia Design</td>
<td>61</td>
</tr>
<tr>
<td><strong>Professional Doctorate</strong></td>
<td>63</td>
</tr>
<tr>
<td>Professional Doctorate in Design</td>
<td>63</td>
</tr>
<tr>
<td><strong>Higher Degrees by Research</strong></td>
<td>64</td>
</tr>
<tr>
<td>Master of Design</td>
<td>64</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>64</td>
</tr>
<tr>
<td><strong>Faculty of Engineering and Industrial Sciences</strong></td>
<td>65</td>
</tr>
<tr>
<td><strong>Air Transportation Management</strong></td>
<td>66</td>
</tr>
<tr>
<td>Master of Technology in Air Transportation Management</td>
<td>66</td>
</tr>
<tr>
<td>Graduate Diploma of Technology in Air Transportation Management</td>
<td>66</td>
</tr>
<tr>
<td>Graduate Certificate of Technology in Air Transportation Management</td>
<td>66</td>
</tr>
<tr>
<td><strong>Construction Management</strong></td>
<td>67</td>
</tr>
<tr>
<td>Master of Technology in Construction Management</td>
<td>67</td>
</tr>
<tr>
<td>Graduate Diploma of Technology in Construction Management</td>
<td>67</td>
</tr>
<tr>
<td>Graduate Certificate of Technology in Construction Management</td>
<td>67</td>
</tr>
<tr>
<td><strong>Industrial Engineering</strong></td>
<td>68</td>
</tr>
<tr>
<td>Master of Engineering (Honours) in Industrial Engineering</td>
<td>68</td>
</tr>
<tr>
<td>Master of Engineering in Industrial Engineering</td>
<td>68</td>
</tr>
<tr>
<td>Graduate Diploma of Engineering in Industrial Engineering</td>
<td>68</td>
</tr>
<tr>
<td>Graduate Certificate of Engineering in Industrial Engineering</td>
<td>68</td>
</tr>
<tr>
<td><strong>Logistics</strong></td>
<td>69</td>
</tr>
<tr>
<td>Master of Technology in Logistics</td>
<td>69</td>
</tr>
<tr>
<td>Graduate Diploma of Technology in Logistics</td>
<td>69</td>
</tr>
<tr>
<td>Graduate Certificate of Technology in Logistics</td>
<td>69</td>
</tr>
<tr>
<td><strong>Manufacturing Technology</strong></td>
<td>70</td>
</tr>
<tr>
<td>Master of Engineering (Honours) in Advanced Manufacturing Technology</td>
<td>70</td>
</tr>
<tr>
<td>Master of Engineering in Advanced Manufacturing Technology</td>
<td>70</td>
</tr>
<tr>
<td>Graduate Diploma of Engineering in Advanced Manufacturing Technology</td>
<td>70</td>
</tr>
<tr>
<td>Graduate Certificate of Engineering in Advanced Manufacturing Technology</td>
<td>70</td>
</tr>
<tr>
<td><strong>Metrology</strong></td>
<td>71</td>
</tr>
<tr>
<td>Graduate Certificate of Engineering in Metrology and Quality</td>
<td>71</td>
</tr>
<tr>
<td><strong>Microsystems</strong></td>
<td>71</td>
</tr>
<tr>
<td>Master of Engineering (Honours) in Microsystem Technology</td>
<td>71</td>
</tr>
<tr>
<td>Master of Engineering in Microsystem Technology</td>
<td>71</td>
</tr>
<tr>
<td>Graduate Diploma of Engineering in Microsystem Technology</td>
<td>71</td>
</tr>
<tr>
<td>Graduate Certificate of Engineering in Microsystem Technology</td>
<td>71</td>
</tr>
<tr>
<td><strong>Risk Management</strong></td>
<td>72</td>
</tr>
<tr>
<td>Master of Technology in Risk Management</td>
<td>72</td>
</tr>
<tr>
<td>Graduate Diploma of Technology in Risk Management</td>
<td>72</td>
</tr>
<tr>
<td>Graduate Certificate of Technology in Risk Management</td>
<td>72</td>
</tr>
<tr>
<td><strong>Higher Degrees by Research</strong></td>
<td>73</td>
</tr>
<tr>
<td>Master of Engineering</td>
<td>73</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>73</td>
</tr>
<tr>
<td><strong>Faculty of Information and Communication Technologies</strong></td>
<td>74</td>
</tr>
<tr>
<td><strong>Astronomy</strong></td>
<td>75</td>
</tr>
<tr>
<td>Master of Science in Astronomy</td>
<td>75</td>
</tr>
<tr>
<td>Graduate Diploma of Science in Astronomy</td>
<td>75</td>
</tr>
<tr>
<td>Graduate Certificate of Science in Astronomy</td>
<td>75</td>
</tr>
<tr>
<td><strong>Computing</strong></td>
<td>76</td>
</tr>
<tr>
<td>Master of Science (Honours) in Computing</td>
<td>76</td>
</tr>
<tr>
<td>Master of Science in Computing</td>
<td>76</td>
</tr>
<tr>
<td><strong>Information Systems</strong></td>
<td>77</td>
</tr>
<tr>
<td>Graduate Certificate in Information Systems</td>
<td>77</td>
</tr>
<tr>
<td>Master of Information Systems</td>
<td>77</td>
</tr>
<tr>
<td>Master of Information Systems / Master of Business Administration</td>
<td>77</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td>78</td>
</tr>
<tr>
<td>Graduate Certificate in Information Technology</td>
<td>78</td>
</tr>
<tr>
<td>Graduate Diploma of Information Technology</td>
<td>78</td>
</tr>
<tr>
<td><strong>Network Systems</strong></td>
<td>79</td>
</tr>
<tr>
<td>Master of Science in Network Systems</td>
<td>79</td>
</tr>
<tr>
<td>Graduate Diploma of Science in Network Systems</td>
<td>79</td>
</tr>
<tr>
<td>Graduate Certificate of Science in Network Systems</td>
<td>79</td>
</tr>
<tr>
<td><strong>Higher Degrees by Research</strong></td>
<td>80</td>
</tr>
<tr>
<td>Master of Science</td>
<td>80</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>80</td>
</tr>
<tr>
<td><strong>Faculty of Life and Social Sciences</strong></td>
<td>81</td>
</tr>
<tr>
<td><strong>Applied Media</strong></td>
<td>82</td>
</tr>
<tr>
<td>Master of Arts in Applied Media</td>
<td>82</td>
</tr>
<tr>
<td>Graduate Diploma of Arts in Applied Media</td>
<td>82</td>
</tr>
<tr>
<td>Graduate Certificate of Arts in Applied Media</td>
<td>82</td>
</tr>
<tr>
<td><strong>Applied Statistics</strong></td>
<td>83</td>
</tr>
<tr>
<td>Master of Science in Applied Statistics</td>
<td>83</td>
</tr>
<tr>
<td>Graduate Diploma of Science in Applied Statistics</td>
<td>83</td>
</tr>
<tr>
<td>Graduate Certificate of Science in Applied Statistics</td>
<td>83</td>
</tr>
<tr>
<td><strong>Clinical Psychology</strong></td>
<td>84</td>
</tr>
<tr>
<td>Master of Psychology in Clinical Psychology</td>
<td>84</td>
</tr>
<tr>
<td><strong>Commercial Radio</strong></td>
<td>85</td>
</tr>
<tr>
<td>Graduate Diploma of Arts in Commercial Radio</td>
<td>85</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>86</td>
</tr>
<tr>
<td>Master of Arts in Communications</td>
<td>86</td>
</tr>
<tr>
<td><strong>Counselling Psychology</strong></td>
<td>87</td>
</tr>
<tr>
<td>Master of Psychology in Counselling Psychology</td>
<td>87</td>
</tr>
<tr>
<td><strong>Family Therapy</strong></td>
<td>88</td>
</tr>
<tr>
<td>Graduate Diploma of Social Science in Family Therapy</td>
<td>88</td>
</tr>
</tbody>
</table>
### Housing Management and Policy
- Master of Social Science in Housing Management and Policy 91
- Graduate Diploma of Social Science in Housing Management and Policy 91
- Graduate Certificate of Social Science in Housing Management and Policy 91

### Human Services - Counselling
- Graduate Certificate of Social Science in Human Services - Counselling 92
- Graduate Diploma of Social Science in Human Services - Counselling 92

### Integrative Medicine
- Graduate Diploma of Integrative Medicine 93
- Graduate Certificate of Integrative Medicine 93

### Mind-Body Medicine
- Graduate Diploma of Integrative Medicine in Mind-Body Medicine 94
- Graduate Certificate of Integrative Medicine in Mind-Body Medicine 94

### Multimdia
- Master of Multimedia Technology 94
- Master of Multimedia (Honours) 94
- Master of Multimedia 94
- Graduate Diploma of Multimedia 94
- Graduate Certificate of Multimedia 94

### Nutritional and Environmental Medicine
- Graduate Diploma of Nutritional and Environmental Medicine 97
- Graduate Certificate of Nutritional and Environmental Medicine 97

### Philanthropy and Social Investment
- Master of Social Science in Philanthropy and Social Investment 97
- Graduate Diploma of Social Science in Philanthropy and Social Investment 97
- Graduate Certificate of Social Science in Philanthropy and Social Investment 97

### Psychology
- Postgraduate Diploma of Psychology 98

### Technical Communication
- Graduate Certificate of Social Science in Technical Communication 98
- Graduate Diploma of Social Science in Technical Communication 98

### Professional Doctorates
- Professional Doctorate of Psychology in Clinical Psychology 99
- Professional Doctorate of Psychology in Counselling Psychology 100

### Higher Degrees
- Master of Arts 101
- Master of Science 101
- Doctor of Philosophy 102

### Swinburne, Lilydale Division

#### eBusiness and Communication
- Master of Business (Honours) in eBusiness and Communication 103
- Master of Business in eBusiness and Communication 103
- Graduate Diploma of Business in eBusiness and Communication 103
- Graduate Certificate of Business in eBusiness and Communication 103

#### Psychology
- Graduate Diploma of Social Science in Psychological Studies 104

#### Writing
- Master of Arts in Writing 105
- Graduate Diploma of Arts in Writing 105
- Graduate Certificate of Arts in Writing 105

### Subject Details
- 113–285
Coat of Arms

The coat of arms, conferred on Swinburne by the College of Arms on 25 July 1969, is based on the coat of arms of the Swinburne family. At a period during the 12th-13th centuries, when the northern counties of England were ruled by the Scots, a knight of France came to the aid of Queen Margaret of Scotland. She rewarded him with a grant of land in what is now Northumberland, on the banks of the Swin in Burn, a small river that flows into the North Tyne, where he built a castle. He became known as William Swinburn(e) and soon the county reverted to the crown of England.

The Swinburne family coat of arms in medieval times was silver with three boars’ heads in triangular formation. In the 17th century, during the wars between the Stuart Kings and the Parliament of England, the Swinburnes fought for the rival causes. After the restoration of Charles II in 1660, the head of the family was created a baronet for his services. The crest became a baronet’s coronet, with the boar’s head rising from it and the coat of arms, divided horizontally red and silver, was charged three cinquefoils counter-chargéd.

Swinburne holds a unique place among educational institutions in Australia in the link that persists between it and the founder and his family. The conferring of a modification of the family’s coat of arms preserves and strengthens that link.

The arms: the basic colours of red and white, and the cinquefoils charged on the shield, commemorate the arms of the Swinburne family. The omission of the third cinquefoil which appears in the family coat and the addition of the Bordure and the Mullets (Stars) are what are known heraldically as ‘differences’, which may often serve to indicate an association with another armigerous body or family. The four Mules of Cross symbolise the Southern Cross.

The crest: the demi-Boar and the cinquefoil perpetuate the Swinburne connection; the book is symbolic of learning.

The motto: the College of Arms’ translation of the motto is:

Achievement through learning

A Proud History

The 1992 proclamation by the Parliament of Victoria of the Swinburne University of Technology Act marked not only recognition of its distinguished history, but the beginning of a new period of growth and innovation for Swinburne. From its establishment in 1908 in Melbourne’s eastern suburb of Hawthorn, Swinburne has grown from being a local provider of technical education into a multidisciplined, multicampus provider of higher education of national and international significance.

Swinburne was established as the Eastern Suburbs Technical College by George Swinburne and the first students were enrolled in 1909, when classes began in carpentry, plumbing and blacksmithing. Soon afterwards, a boys’ junior technical school and the first girls’ technical school in Victoria, were established.

In 1913 the institution changed its name to Swinburne Technical College, to commemorate the Honourable George Swinburne, a former M ayor of Hawthorn and a member of the Parliament of Victoria who was responsible for the initial establishment of the college.

In 1965 Swinburne affiliated with the Victoria Institute of Colleges, which was established in that year by an Act of the Parliament of Victoria, to foster the development and improvement of tertiary education in technical, agricultural, commercial and other fields of learning (including the liberal arts and the humanities) in institutions other than in the universities of Victoria.

The range of courses and the various levels at which they were offered grew to such an extent that in 1969, the boys’ and girls’ technical schools were taken over by the Victorian Education Department while the college remained as an autonomous institution.

An extensive reorganisation of advanced education took place in Victoria in the period 1976-78 culminating in the passing of the Victorian Post-Secondary Education Act. Under the Act the Victoria Institute of Colleges was dissolved and the Victorian Post-Secondary Education Commission established. Under the new arrangements, Swinburne Council was given power to grant bachelor degrees. The first of these was awarded at a conferring ceremony held on Thursday 21 May 1981 at the Camberwell Civic Centre.

Swinburne University of Technology was proclaimed on 1 July 1992. Noted Australian businessman Mr Richard Pratt AO was installed as Swinburne’s Foundation Chancellor on 15 March 1993.

Swinburne Today

Swinburne provides career oriented education and has a strong commitment to focused research. It has a robust technology base and effective links with industry in which are supported by a number of cutting-edge, internationally recognised research centres. Learning and teaching is a strategic priority for the University, reflecting Swinburne’s commitment to Life Long Learning.

Industry Based Learning (IBL) programs are a feature of many Swinburne undergraduate programs, reflecting their applied vocational emphasis and industry relevance. Swinburne was a pioneer of IBL, a program which places students directly in industry for vocational employment as an integral part of the course structure.

Swinburne is one of only a small number of Australian universities which offer programs ranging from apprenticeships to PhDs. As one of Australia’s leading intersectoral universities, Swinburne continues to create new approaches to integration between higher education and TAFE.

Study Pathways that allow students to move between TAFE and Higher Education or TAFE based VCE studies into TAFE programs are embedded in Swinburne’s course profile. Movement between higher education degrees and TAFE studies is also possible, and is likely to increase in the future. Pathways provide students with more flexibility and increased opportunities to complete tertiary qualifications.

Swinburne has six campuses: Croydon, Hawthorn, Healesville, Lilydale, Prahran and Wantirna, reflecting the University’s commitment to provide expanded and more accessible educational opportunities to the residents of Melbourne’s eastern suburbs.

Swinburne’s Future

Swinburne is committed to building a sustainable future which is outlined in the University’s Statement of Direction 2015. The Statement of Direction describes a Swinburne in 2015, where staff and students are entrepreneurial in their work, international in their outlook and intersectoral in their approach. Through these attributes, Swinburne aims to be recognised as flexible in learning and teaching, focused in research and engaged with industry and community. Underpinning the University’s future development will be a commitment to building sustainable partnerships and a sustainable environment by leading and learning.

Six strategic themes highlight the priority areas Swinburne will develop into the future.
**The Entrepreneurial University**

Staff and students will be supported to generate innovative ideas and to develop an environment which is creative and dynamic. This will be achieved through the development of approaches to learning and innovative teaching and research which empower creativity, and responsive administrative systems which enable flexibility.

Our graduates will be able to meet the challenges of competitive business environments and rapidly changing communities with the flexibility and awareness to be successful in their chosen fields, and taking with them the best ideas from Swinburne's cutting edge research programs.

**International in their outlook**

Swinburne will be an international university that recognises its international role while meeting local and regional needs. Our students will come from around the world, and our graduates will be prepared for an international workplace. Staff will be members of an international education community, and strive to build Swinburne to be a significant international university. International perspectives will enrich the delivery of learning, teaching and research at all Swinburne campuses.

**Intersectoral in their approach**

Swinburne's dual sector nature creates unique and distinctive advantages for students, staff, and industry.

Students will be able to take advantage of effective pathways between TAFE and Higher Education. These pathways will add value to students in both Higher Education and TAFE.

Staff will be able to take advantage of opportunities to collaborate across sectors to develop capabilities that strengthen Swinburne's future as a sustainable university.

Industry will be able to take advantage of solutions for its education, training and research needs that range from workplace training to PhDs, and from one-off research projects and industry training, to continuing research collaborations.

**Flexible in Learning and Teaching**

Swinburne will be recognised for its flexible approaches to learning and teaching which will create an engaging, stimulating and modern environment in which students can learn in different ways and in different places to achieve their desired outcomes. Our approaches will be learner centred and sustained by a cooperative, stable and supportive community for students, with programs informed by scholarship and research.

Our staff will provide high quality teaching which equips students with knowledge and thinking skills needed to work in an international workplace. Our quality assurance and improvement processes will ensure that our students are ready to meet industry and wider community expectations.

**Focused in Research**

Swinburne's research base will be focused and targeted to deliver impact in a selected number of areas of strength, chosen to support and address the technologies and social issues of the 21st century. We will strive to develop an international reputation for research excellence within these focused areas. Our research activities will span both basic and applied activities. However, in keeping with our history, research relevance and real life applications in industry and community will be key defining features.

**Engaged with Industry and Community**

Staff and students will be engaged with industry and the community, building productive educational and research partnerships. Professional practice will also be encouraged as an important element of building these partnerships. Our strong heritage in providing high quality, professionally oriented education, training and research to industry partners will provide the foundation to build Swinburne's international reputation as a leader in industry based learning and focused industry research. Underpinning industry and community partnerships will be key commitments to sustaining graduate employability.

---

**Teaching Sectors**

Swinburne has two teaching sectors under the control of one Council: Higher Education and Technical and Further Education (TAFE).

**Higher Education**

Two Higher Education Divisions, one based at Hawthorn/Prahran and one at Lilydale, offer professional qualifications ranging from bachelor degrees to graduate qualifications (certificates, diplomas and degrees of Master and PhD). A total of 10,102 students were enrolled in Higher Education programs in 2004.

**Technical and Further Education (TAFE)**

The TAFE Division offers professional and para-professional level programs covering diploma, certificate, apprenticeship, VCE and access qualifications. A number of specialist courses are also provided for industry and the community. The TAFE Division has four schools: School of Arts, Hospitality and Sciences; School of Business and eCommerce; School of Engineering; School of Social Sciences. A total of 26,891 students were enrolled in TAFE courses in 2003.
Swinburne campus location map

Map not to scale
Swinburne, Lilydale Division

Deputy Vice-Chancellor (Lilydale)

Swinburne University of Technology, Lilydale

Manager, Indigenous Programs

Manager, Learning and Teaching

Director, Centre for Regional Development

Director, Centre for eBusiness and Communication

Deputy Vice-Chancellor (Learning and Teaching)
Deputy Vice-Chancellor and Director (TAFE)

Executive Director, Educational Development

Director, TAFE School of Arts, Hospitality & Sciences
  - Manager, Arts
  - Manager, Hospitality and Tourism
  - Manager, Horticulture and Environmental Sciences
  - Manager, Industrial Sciences
  - National Centre for Sustainability
  - Centre for Occupational Health and Safety

Director, TAFE School of Business & eCommerce
  - Manager, Administration and Business Technology
  - Manager, Financial Services
  - Manager, Management
  - Manager, Marketing and International Studies
  - Manager, Business Enterprise Centre
  - Centre for Collaborative Business Innovation

Director, TAFE School of Engineering
  - Manager, Building and Transport
  - Manager, Computing and Information Technology
  - Manager, Electrical and Electronics
  - Manager, Mechanical and Automotive
  - ESTI - Emergency Services Training Initiative
  - Centre for New Manufacturing

Director, TAFE School of Social Sciences
  - Manager, Access
  - Manager, Community and Further Education
  - Manager, Health Recreation and Human Services
  - Manager, Child and Family Studies
  - Centre for Health and Wellbeing

Executive Director, Strategic & Business Development

Manager, Regional Learning Networks
Manager, Innovation in Education
Manager, Strategic Planning Services
Manager, TAFE Finance
Manager, Industry Consulting Services
Manager, TAFE International
English Language Centre
Recruitment and Marketing
Manager, Continuing Education
Manager, Tertiary Press
Officers and Staff of the University

University Council

Chancellor
D. Mitchell, BSc(M elb), M Sc(M elb), PhD(Lond)

Appointed by the Governor-in-Council
K. Bowlen, BA(SIT)
D. Eynon, BSc(M on), M AJM elb)
H. Gray, BA(Hons), LLB(Hons)(M elb)
D. Loader, BSc(Syd), M Ed(Syd)
K. Townsend, BA(M on), DipEd(M on), M EdStud(M on), DipCompDir(NSW)
S. van der M ye, BCom(Hons)(UNSW), PhD(UNSW), FAIHF, FAICD, FAIM, FASCPA, FCIS

Appointed by the Ministry for Tertiary Education and Training
J. Trewella

Appointed by the University Council
T.W. Brown, FCA, ASCPA (Deputy Chancellor)
J. King, BA(M urd), FAICD
S. Lipski, AM, BA(M elb)
D. Watson, DipMS(Lon), FCIS, FAICD, FAIHF
B. Hodges, DipEng(Aero)(RM IT)
TBA

Member ex officio
Prof J. Young, BE(Hons), M EngSc, PhD(JCU), FIAust, FTSE

Chair of the Academic Board
Prof H. Lueckenhausen, GradDip(Industrial Design)(RM IT), DipEd(Haw), M DIA

Chair of the Board of Technical Studies
TBA

Elected by Higher Education Academic Staff
G.M. Leonard, BSc(M elb), M ACS

Elected by TAFE Academic Staff
D. Street, BA(Hons)(Otago), DipEd(Christchurch)

Elected by General Staff
TBA

Elected by Higher Education Students
J. Ngam

Elected by TAFE Students
S. Desmond

Council Secretariat

Secretary
M. Tomlinson, BA(Hons)(M elb), M A(LaT), PhD(Cantab)

Executive Assistant
L. Fernando

Chancellery

Chancellor
D. Mitchell, BSc(M elb), M Sc(Lond), PhD(Lond)

Vice-Chancellor and President
Prof J. Young, BE(Hons), M EngSc, PhD(JCU), FIAust, FTSE

Deputy Vice-Chancellor (Higher Education)
Prof D. Murphy, BE(Hons), M Sc(Lond), DPhil(Oxon), FIAust, FCPA, ACIS

Deputy Vice-Chancellor (Lilydale)
Prof B. van Est, AM, BA, M Ed, PhD(LaT), TPTC, M ACE

Deputy Vice-Chancellor (TAFE)
A. Crozier, BSc(Hons)(Lond), PGCE(Camb)

Pro Vice-Chancellor (International)
S. Connelly, BA, M A, DipEd(M on)PostGradDipM gt

Pro Vice-Chancellor (Research and Industry Liaison)
Prof K. C. Pratt, BE(Chem), PhD(M elb), FICHE, FIAust, CEng, FRAICT, CChem, FTSE

Director, Internal Audit
J. Vander Pal, DipAccy(PTC), BBus(SIT), M EdAdmin(UNE), FCPA, RCA

Chief Financial Officer
B. M. Telford, BComm(M elb), MBA(Desk), CPA, ACIS

Director, Swinburne Knowledge
B. Whan, BE(Hons), PhD, AIM M , FA CD

Director, Australian Foresight Institute (AFI)
vacant

Director, Submissions and Applications
M. Conway, BA(Griffith), GradCert(StrategyForesight)(SUT), GradDipTertEd, M EdAdmin(Hons)(UNE)

Principal Counsels
T. Rowan, LLB(Hons), BA(M elb)
S Wansbrough, BA, LLB(M on)

Executive Officer to the Vice-Chancellor
M. Thorne, BA(Hons), LLB(Hons), PhD(M elb)

University Secretary
M. Tomlinson, BA(Hons)(M elb), M A(LaT), PhD(Cantab)

Office of the Deputy Vice-Chancellor (Learning and Teaching)

Deputy Vice-Chancellor
Prof B. van Est, AM, BA, M Ed, PhD(LaT), TPTC, M ACE

Teaching and Learning Support
Director
G.D. Arger, TeachCert, BA(Hons)(NUI), M Ed(Hons)(UNE)

Office of the Pro Vice-Chancellor (International)

Pro Vice-Chancellor
S. Connelly, BA, M A, DipEd(M on), PostGradDipM gt

Executive Officer
T. Loh

Swinburne International
Director Operations
Z. Burgess, BA, GradDipEdPsych(M on), M Ed(LaT), M BA(M on), PhD(ACU), FAPS
Manager, Education Abroad
G. King, BSc(M on)

Office of the Pro Vice-Chancellor (Research and Industry Liaison)

Pro Vice-Chancellor
Prof K.C. Pratt, BEng(Chem), PhD(M elb), FIChemE, FIEAust, CEng, FRAC, CChem, FTSE

Graduate Research School
Director Graduate Studies
Assoc Prof P. Green, BA(LaT), DipTeach(Primary)(ISCVIC), M ed (LaT), PhD(Deak)

Director Research
S. Mosca, BA(M elb), GradDipBusSys(RM IT)

Industry Liaison
Director
J. Kay, BA, DipEd(M elb), GradDipEd(Counselling)(RM IT)

Office of the Vice-President (Resources)

Vice-President
S. J. Beall

Associate Director, Resource Planning and Analysis
R.D. Sharma, BSc(Tas), DipEd(Tas), GradDipOpsRes(RM IT), M EdAdmin(NewEng), PhD

Executive Director, Major Projects
G. Wickes, AssDipPA(RM IT), GradCertHndM an(SIT)

Facilities and Services Group
Director
Vacant

Director, Major Projects
G. Joy

Human Resources Department
Director
R. Munn

Information Resources
Director
D. Whitehead, OAM, BA(Hons), BDiv(Hons)(M elb), GradDipLib(RM IT), M Lib(M on), ALAA, FALIA

Deputy Director
G. Hardy, BA(Hons)(LaT), GradDipInvServ(RM IT), M A(LaT)

Information Services Manager, Hawthorn-Prahran
R. Humphries, BA(Hons)(Birmingham), GradDipLib(RM IT), M BIT(RM IT)

Information Services Manager, Croydon-Wantirna
B. Donkin, RegistrationCert(LAA), DipArts(SCOT), GradDipEdSCV(Hawthorn)

Information Services Manager, Lilydale-Healesville
A. Lisov, BA(Hons)(M on), M A(M on), DipEd(M on)

Coordinator, Swinburne History and Artefacts
S. J. evins, BA(Adel)

Information Technology Services
Chief Information Officer and Director
R. Constantine, DipM Sc(M elb), M BA(M on), M ACS

Associate Director, Information Systems
M. Smith, BAppSc(CSSE), M InfTech(SUT)

Associate Director, Infrastructure
J. Batchelder, BAppSc(SUT)

Associate Director, Client Services
Vacant

Security Manager
G. Harrison

Office of the Vice-President (Student Affairs)

Vice President
S. Davies, BA(Hons)(Leic), DipM Sc(CIM ), FAM I, CPM

Executive Officer
S. O’Connor, GradCertM ngmt(Deak)

Project Manager, Student Experience
J. Mcauley, BBus(SUT), AAM I, ATEM M

Alumni and Development
Director
Assoc Prof B.C. McDonald, BCom, DipEd(M elb), FCPA

Corporate Marketing
Director
J. Russell

Manager, Divisional Marketing (Higher Education)
L. Sprott, BA(Hons)(LaT)

Manager, Divisional Marketing (Lilydale)
M. Sette, BBus(SUT)

Manager, Divisional Marketing (TAFE)
J. Austin, GradCertBus(M ktg)(SUT), M ATM A

Student Operations
Director
T. Kilsby, BA(LaT), GradDipEdAdmin(M elb)

Manager, Central Student Operations
L. Bayly, BEd(M elb)

Student Services
Director
A. McFarland, BA(LaT), GradDipBusHRM (VicCol), CAHRI

University Secretariat
Director
M. Elliott, BA, M Ed(M elb), PhD(Stanford)
Higher Education Division (Hawthorn/Prahran)

Divisional Staff

Deputy Vice-Chancellor
Prof D. Murphy, BE(M on), MSc(Lond), DPhil(Oxon), MAIP, FIEAust, CPEng

Pro Vice-Chancellor (Academic) (Sarawak Campus)
Prof D. Booth, BSc(Hons)(Syd), M Sc(Chem), PhD(Eng), DSc(DLSU)(honouris causa), FAIP, FIEAust, M IEEE, M ASOS

Director, Divisional Operations and Planning
E. Eedle, BA(M on), M Ed(Eeb)

Director Curriculum Development
Assoc Prof M. Mazzolini, BSc(Hons)(Melb), PhD(Melb)

Finance Manager
A. Maudsley, BCom(UQ)

Manager, Divisional Marketing
L. Sprott, BA(Hons) (LaT)

Manager, Divisional Student Administration
J. Berry

Australian Graduate School of Entrepreneurship (AGSE)

Director
D. Hayward, BA(SUT), GradDipUrbSoc(SUT), PhD(M on)

Executive Officer
K. Lynch, Dip(T/Desk)

Emeritus Professor and founder of the M EI program
M. Gillin, AM, Dr PedHonours Causa, BM ete, M Ed(Cantab), M EngSc, PhD(M elb), ASM B[ill't], FTSE, FIEAust, FIPENZ, FAIM, FACE, FWACE

Professors
N. Cherry, BA(M elb), MA(M elb), PhD(TM IT)
A. Hanich, FdipM(TM IT), BEU(NSW), FICD, FIMC
K. Hindle, BA(Hons)(ANU), MA(M on), CPA, AAIM, AAIM, M MRS, M PRIA
T. M cKaskill, BEC(M on), M Com(JNSW), PhD(LBS), FCAP, CIPM, CIRM
K. Preiss, BA(Psych), GradDipAppPsych(Fin), M Com(Res), PhD(M elb)
C. Selvarajah, BA(Tas), DipT&D, M BS, M BA(M assey), PhD(Deak), FGM AA

Professors (Adjunct)
J. Bailey, DipEIEF(cray), BComm(M elb), MB, PhD(M elb), AAIF, FIEAust
N. Bechervaise, M Ed, PhD(M on), M ACFE
D. Ch. Ing, BSc(Hons)(M on), M Bus(M on)
P. Chandler
C. Christodoulou, BAgSc(M elb), M Sc(M on), M admin(M on), PhD(M on)
D. Ee, PhD(Columbia Pacific, USA)
M. Epstein, M Sc, M EI(SUT), PhD
L. Katzenstein, MA(Tufts), MA(Harvard), PhD(Geneva)
D. N. Khurana, BEng, M Sc
J. King
S. Long, BA(Hons)(M elb), TSTC, M Ed(M on), PhD(M elb)
K. Luscombe
J. Miller
S. Rahman, M AEdC(M on), M Comm(Rajshahi), PhD(M on)

Research Fellows
G. Drummond, BA(Psych), M A(Psych)(M elb), PhD(EDD)(SUT)

Teaching Fellows (Adjunct)
N. Allport, BComm, BDD, MBA
W. Barret, BA, DipDramaticArt
D. Baxter, M BA
K. Boulton, M EI(SUT)
A. Calafatis, BBus(M ktg/Econ), M EI(SUT), AIM M , M IM C
C. Campiciano, AdvCertEstateAgency, BBus(Acc), GradDipComputing, M EI(SUT)
P. Galvin, BA(Hons), GradDipProjM ang, M EI(SUT), M IM C, M AIPM
J. Harper, BComm, BPScy
M. Harrigan, BSc(Hons), GradCertAccounting, PhD(Physics)
C. Langley, PhD
J. Lonergan, BComm(M elb), GDip(DRIM IT), M AHR
A. O'Connor, GradDipM anag, M EI(SUT)
C. Peacock, BAppSc, GradDipSportSci, GradDipDigitalControl, M EI, PhD(SUT), M IM C
G. Rankins, BSc, M ApplSci, M BA
R. Subramaniam, M A(HRM & R)

The Australian Graduate School of Entrepreneurship programs are conducted by academic staff also drawn from the other Schools within the University and by appropriate sessional staff.

School Administration

Program Managers
A. Orr
T. M line

Student and Course Administrators
L. Kirby, BA(Hons)(Deak), MA(Museum Studies & Cultural Policy)(M on)
A. Weir

Administrative Officer
R. W hite

Client Liaison Officer
R. Blackburn

Project Officer
M. Kennedy, BCom(M elbState Coll)

Marketing and Admissions

Executive Officer
D. Themelios, BBus(M arketinSUT)

Administrative Assistant
B. Brasher
Faculty of Business and Enterprise

Dean
D. Hayward, BA(SUT), GradDipUrbanSoc(SUT), PhD(M on)

Deputy Dean
V. Clulow, BA(SUT), M Ed, PhD(M elb)

Associate Dean (International)
J. F. Pidgeon, BA, DipEd(M on)

Australian Foresight Institute

Acting Director, Program Director, Master of Science in Strategic Foresight
J. Voros, BSc(Hons), PhD (M on)

Lecturer, Strategic Foresight
P. Hayward, Bec(M elb), GradCertSci(ScStrategic Foresight)(SUT)

Research Officer, Foresight and Philanthropic Visions of the Future
G. Braidotti, BSc(Hons) (M on), PhD(Adelaide)

Executive Officer
Vacant

Centre for Business and Work and Ageing

Director
Vacant

Administrators
M. Ewin, MA(Boston)

Professor (Adjunct)
Prof M. G. Nicholls, MEc, PhD(Mon), FORS
P. Standish, BA, BecSysd, PhD(ANU)

Centre for Business Work and Ageing Research

Director
Prof. L. Rolland, BA(SUT)

Director of Research
L. Brooke, BA(Hons)(M elb), MA(Industrial Sociology)(M elb), PhD(Social Gerontology)(LaT)

Administrative Officer
K. J. audzems

Accounting

Professor
L. Kloot, BA(M elb), BBus(SUT), M Com(M elb), PhD(SUT), FCPA, FAIBF

Senior Lecturers
M. Dunkley, BBus(CIT), DipEd(M elb), BA(M on), FCPA
A. Richardson, Bec(M on), GradDipEd(CIT), BA(SUT), MBA(M on), ACA
I. Tempone, BCom, Bec(DipEd elb), PhD(SUT), CPA
D. G. Vinen, Bec, DipEd, M Admin(M on), ACA, FTIA

Lecturers
M. Barut, DipBusAcc(PIT), BBus(SUT), GradDipAcc(SIT), M BA(M on), FCPA
E. Elijido-Ten, M BA(University of Santo Tomas, Manila, Manilla), GradCertHigherEd(LaT), CA(NZ)
J. Foreman, BBus(SIT), M BA(M on)
K. Turpie, Bec(Hons)(LaT), M Com(M elb), CPA
C. Valence, BBusAcc(M elb), CPA
A. Whitefield, BBusAcc(PIT), M Ed(Deakin), M AC, PhD(Deakin)

Business Communication

M. Grey, BEd, M ESTE(SIT)(Deakin)

Economics

Senior Lecturers
P.G.L. Harkness, BAgEc(U N E), M Admin(M on)
P.O. Xavier, M A(Leic), M Ec(M on), PhD(SUSIT)

Lecturers
C. Barry, M Ec(M on)
J. Gerstman, BA, BEd(M on), M Ed(M elb)

Human Resource Management/Organisation Behaviour

Professor
R. J ones, M Sc(London School of Economics), PhD(UTwater)rand

Associate Professor
B.J. Cargill, BA(M elb), M Ed(M elb), M AHRI

Senior Lecturer
Vacant

Lecturers
J. Annakis, BScScSci(LaT), GradDipUrbanScPo(SUT), M BA(RM IT)
R. Ballantyne, GradDipPersonnelAdmin(VIC), M Bus(HRM)(CSU)
J. Gregory, BA(M elb), M SW(LaT)
D. Mohan, BA(Hons)(USM), M BA(EAU)
S. Pillay, BA(Hons), M Admin, PhD(University of Durban, South Africa)
H. Russell-Gale, BBusPubAdmin(RM IT), GradDipEd(Haw), GradDipOB, M Bus(OrgDy)(SUT)
J. Shannon, BA(Qld)
S. Shrivastava, BA([NU]/National Defence Academy, Khadakwasla), M BA(Bond)

Languages: Italian and European Studies

Senior Lecturer
L.A. Hougaz, DipEd(M elb), MA

Lecturers
L. Ancilli, BA(LaT)
M. Betta, PhD(Frankfurt)
B. Mascitelli, BA(M elb), M IB(SUT)
E. Zucchi, BA(Hons)(M elb)

Languages: Japanese

Lecturers
J. Chen, BA(Akita Keizai Daigaku), GradDipJapnese, M A(Japanese)(SIT)
T. Mizuno, BA(in Japan), GradDipApplLing(M on), M A(Japanese)(SUT)
N. Nawano, Bed(Kyoto Univ of Edn), M Ed(Griffith)
S. Savage, BA, DipEd(Purdue), Blitt(Hons)(M elb), GradDipJapnese(SUT), M A(LaT)

Law

Senior Lecturer
S. Kapnoullas, LL.M., BA, DipEd(M elb), Barrister & Solicitor (Vic) Supreme Court

Lecturers
S. Wilson, Bj uris, LLB(M on), Barrister & Solicitor (Vic) Supreme Court

Manufacturing Management

Lecturer
J. Chan, M Eng(RM IT)

Marketing

Associate Professors
V. Clulow, BA(SUT), M Ed, PhD(M elb)
J. F. Pidgeon, BA, DipEd(M on)

Senior Lecturers
B. Evans, BAppSc(RM IT), M Admin(M on), GradIM A
R. Hill, BA, DipEd(M on), GradDipIP(M SC), GradDipEd(SIT), GradCertEdc(Ind)(Deakin), M Bus(M on), PhD(LaT)

Lecturers
B. Abubakar, BSc(Ahmadu Bello University, Zaria), M BA(M on)
E. Levin, BA, DipEd, GDICET(M elb), M BA(SUT)
A. Lobo, M BA(Brunel), DBA(UmSA)
J. Haire, DipBusMkt, BBus(Accounting)(Chisholm), M BA(M on)
W. Ngansathil BA(Hons)(Thammasat University, Thailand), M Sc M arketin g(Thammasat University, Thailand), PhD(M arketin g)(M elb)
M. Rees, BBus(VIC), GradDipMgt(RM IT), M Bus(M on), MBA(Hons)
J. Rex, BA(M elb), M Bus(Research)(SUT)
Faculty Administration

Faculty Manager

G. Shanahan, DipT(BComm)(Aquinas), BTheol(MCD), M Bus(HRM) (SUT)

Industry-Based Learning Manager

J. Baldwin, BA(Mon), BTheol(MCD), GradDipCareerDevelp(Deakin)

Executive Assistant to the Dean

T. Tatnell, BA(Management)(Ballarat)

Finance Officer

M. Dias, BBus(Accounting)(RM IT)
C. Damatopoulos, BBus(Acc)(PIT)

Records & Finance

L. De Carvalho, BA(Mon)
V. Redup
K. Sebek, BBus(VUT)

Administrative Officer

M. Duarte, Professional Public Relations (Universidad Santo Tomás, Santiago)
International Projects Officer

J. Koster, BA(SUT)

Research Administrator

S. Feinberg, BA(Fine Art)(Chisholm), DipEd(Rusden), GradDipVisualArts(Mon)

Student and Course Administrative Officers

M. Addison, BApp(RMIT)
C. Fullwood, AssDip(Bus)(Vic), BBus(HRM) (SUT)
E. Gardner, BA(Hons)(M elb)
K. Gurney
J. Holebone
P.S. Lee, BTheol(UNSW), GradDipEd(Sec)(ACU), GradDipEdAdmin(M elb)
V. Ryan, GradCertBus(AC&Fin)(SUT)

MintA Program Coordinator

M. Furno, M Bus(Mktg)(SUT)

Faculty of Design

Dean

Prof. H. Lueckenhausen, GradDip(Industrial Design)(RM IT), DipEd(Haw), FDIA, AADM

Deputy Dean

Assoc. Prof. L. Anderson, BA(Hons)(Industrial Design)(Surrey), M A(London), PhD(RM IT), M DIA

Deputy Dean, Research

Prof. A. Whitfield, BA(Hons), PhD(N/ic)

Director, Enterprise and Development

Assoc Prof J. Bassani, DipArt&Design(Prahran), GradDipEd(Haw), M DIA

Director, Swinburne School of Film and Television

Assoc Prof S. Huxley, DipArt&Design(Edinburgh), CGCI, CertPictGraphics1&2(London), GradDipEd(Haw)

Associate Dean International

Assoc Prof C. J. Austin, BA(Graphic Design)(SIT), M DIA

Director, Design Centre

Prof R. Simpson, A(RMIT)ID, LFDIA

Senior Lecturers

C. Barnes, BEd(M elbSCV), BA(Hons), M A(M elb)
D. Barron, BA(Ed), BEd(Hons), PhD(Deakin)
L. Ginters, AssDipArt(RMIT), GradDipEd(Haw)

Graduate Lecturers

K. Graham, AssDipArt&Design(RMIT), DipArt(Advertising)(Bendigo), TTTTC
A. Kocsis, BEd(M elb), GradDipArt&Design(Budapest Academy of Art), M FA(RM IT)
K. Robertson, DipEd(Lat), BA(Hons), PhD(Lat)

S. Taffe, DipGraphicDesign(SUT), M A(Design)(RM IT)
D. M. Whitehouse, AALA, BA(Hons), M A(Lat), PhD(M on)

Lecturers

V. Austin, DipArt&Design(Prahran), BArch(RMIT), Reg A/RB
J. Bird, BEd(M ediaStudies-Film&TV)(Deakl), M K (SUT)
K. Bissett Johnson, BA(IndDes), M A(Design)(RM IT)
N. Carter, DipArt(Photo), GradDipArt(Phillip), BA(Lat), GradDipFineArt, M(A M elb)
E. Crimmings, GradDipFine&TV(VCA)
I. De Vere, BAppSci(Environmental Design), BDes(Industrial Design)(CCAIE)
F. Donald, BA(Hons)(RM IT)

M. Englisch, BA(Tech(ID)
D. Ehmann, BA(A delaide), BGDG(JUNISA), PG CTHE(Southampton, UK)
V. Giarrusso, BA(Hons)(LaT)

S. J. Jackson, BA(Sculpture)(RM IT), BA(Hons), M A(M elb), PhD(M on)
A. Kean, DipArt(GraphicDesign)(BCCAIE), GradDipEdSec(LTUNV)
A. M. Lane, DipVisComm(RM IT)
S. Langdon, DipArtDes(Industrial Design)(Prahran), GradDipBusAdmin(SUT)

N. Lee, BA(Hons)(Brighton, UK), M A(Design)(Brighton, UK), DipFurtherEd(City College, UK)
J. Marshall, BT(Industrial Design)(M on), BDes(M M D)(Hons)(SUT)
L. Nixon, BA(M elb), DipEd(M elbSCV)
M. Strachan, BA(Hons), ID(Eng)
J. Verdon, BA(Psych&Phil)(M elb), BEd(Photography)(VCA), M A(M ediaArts)(RM IT)
T. Ward, DipAdvertDes(SCOT), TTTTC
M. Woodward, BFA, BA, DipEd(Tasmania)
N. Wragg, BA(GraphicDesign), M A(ImultimediaDesign)
L. Zeeng, DipArtDes(Photography), GradDipEd(Haw), M A(VisComm)(RM IT), AIPP

Computer Systems Technicians

C. Higman (Manager)
W. Hack
D. Primm

F&TV Technician

D. Nicholson

Workshop Technicians

M. Hall (Manager)
A. Brittain

Faculty Manager

E. Standley

Administrative Officers

S. Ackroyd
A. Bail
D. Duggan
C. Coles
B. Giouris
J. Gliddon
S. Hannah
A. Mallett
D. Oldfield

Faculty of Engineering and Industrial Sciences

Dean

Prof T.H. Spurling, BSc, PhD(W.Aust), FTSE, FRAc, FIEAust

Deputy Dean (Academic)

Prof G. Lu, BE(China), M Sc(Cranfield), PhD(Cambridge), M IEAust

Deputy Dean (Research, Director CMP)

M. Gu, BSc(Shanghai) (jiaotong), M Sc(Chinese Acad. of Science), PhD(Chinese Acad. of Science)
**General Information**

**Director (IRIS)**
Assoc Prof M. Brandt, BA(Hons), PhD(M acq), M Lia, M IM EA, M AIP

**Director (CAOUS)**
P. Hannaford, BSc(N eeb), M Sc(M eeb), Ph D(M eeb), FAAA

**Associate Dean (International)**
Assoc Prof E. Shayan, BEng(Sharin, Iran), GradDipCompSc(M eeb), M SC, Ph D(George Washington)

**Business Development Manager**
J. Bishop, BSc, M AppsC(M eeb)

**Education Development Coordinator**
T.G. Edwards, BSc, PhD(London), FRSC

**Professors and Professorial Fellow**
P. Cadusch, BSc(Hons), Ph D(M eeb)
E. Doyle, BSc(Hons)(M aster c), Ph D(M aster c), FIEAust, FTSE
V. Gurani, Ph D(M iss c)
E. Harvey, BSc(Hons), Ph D(M on)
T. Kieu, BSc(Hons)(U(Qid)), Ph D(Edin)
V.D. Lap, BSc(Hons)(Hanoi), M Sc(Hanoi), Ph D(IFSU)
R. M. clean, BSc(Hons)(IOatap), Ph D(IOatap)
Y. Morsi, M Sc(Hons)(Hudd), M Sc, Ph D(Imperial)
C.R. Nagaraj, BSc(Hons)(Ceyl), M Phil(War), Ph D(SUT), CEng, FIEAust, M IM ethic, M EE
D. Nikolai, M Eng(Chem)(Polytechnical, Romania), M Sc(Institute of Economic Studies, Romania), Ph D(Polytechnical, Romania)
A. Sidoro, BSc(Hons), Ph D(Toisk, USSR)
N. Tran, BE(Elec)(Hons), BSc, Ph D(Aedl)

**Associate Professors**
B. Dalton, BSc(M eeb), M Sc(M eeb), Ph D(M on)
N. F. Garnham, DipEd(PhD), M Sc(Kent)
S.H. M. azzo, BEng(Hons)(Aqilg), PG Dip(Telehn), M Eng(New(Bun)), Ph D(Qid), FIEAust
M. M. Mazzolini, BSc(Hons), GradCertOnline Ed(UQ), Ph D(M eeb)
K. J. M. anus, AM, RFD, BE(Qid), M EngSc(Qid), Ph D(SUT), CEng, FIEAust, M Int(OT)
D. Tonc c, BEng(Elec)(Hons(m eeb)), M Eng(OT), Ph D(Sw inburne UT), CEng

**Senior Lecturers**
P.S. Abaaber, BSc(M eeb), M Sc, M Sc, Ph D(M aster c)
A. Bab-Hasidharsu BSc(Hons), M ES(SU), Ph D(M on)
A. Babain, BSc(Physics), M Sc(Physical Oceanography)(M iss c), Ph D(Physical Oceanography)(Russia)
C.R. Barling, M BA(A M E), DipEd(HIAE), M Sc(LaT)
A. Bliclau, BE(Hons)(M on), M EngSc(NSW(, CEng
Z. Cao, BEng, M EngSoutheast Uni, China), Ph D(Newcastle), CEng(IEAust)
S. Fankhauser, BE(Aero)(RMIT)
S. T. Fennell, BSc(Hons)(M eeb), M EngSc(M eeb)
E. Gad, BE(Hons)(M on), Ph D(M eeb)
X. Gan, M Sc(Preilm(China), Ph D(USYD)
F. Ghobt, BE(IR), M Sc(GW U), Ph D(GW U)
P. Higgins, BA, BE, M EngSc(M on), Ph D(M eeb)
A.P. Mazzolini, BAppSc(M eeb), Ph D(M eeb)
J. Naser, BSc(M eeb), M Sc(M eeb), Ph D(Lond), DIC
P. O'Donoghue, M AppsC(PhD), M Sc(M on), Ph D(Lond)
P. Sawant, BSc(Hons)(M eeb), M EngLib, Ph D(M eeb)
D. Ward-Smith, BSc(Hons), DipEd, Ph D(M eeb)

**Lecturers**
K. Barnes
G. Banky, BE(Hons), M EngSc, GradDipCompSt udi, GradCertTS&LinHE
J. Bibo, M BE, BE(EngAero)(Qld)
P. Bruce, BBus(GAE), M BAA(UQ)
G. Duffy, BSc(Hons)(Dublin, Ireland), Ph D(Dublin, Ireland)
P. P. Evans, BEng(Hons), M Eng(SUT), M BA, M IAust, CEng
J. Higgin, BSc(Elec), M Sc(Elec)(Bradley)
S. Kayaligi, BSc(M ETU, Turkey), M Sc(M ETU, Turkey), DocEng(Louisiana Tech Uni, USA)
J. M. Lamborn BE(SIT), GradDipChemEng(SIT), M Eng(SUT), FIEAust, CEng
N. LI, M Sc(SUT), Ph D(M on)
D. Lucy, DipEd(M eeb), BSc(Hons), Ph D(M on)
L.H. Neoh, BE(Elec), PhD(AW)
A. Ng, BEng(Civil)(Hons), Ph D(VU)
D. J. Richards, BSc(Hons), LLB, M Sc(M on)
J. Sampson, TTIC(TIC), DipSurv(RMIT), GradDipDip(OT), M Sc(M on)
P.C. Tobin, DipEd(M eeb), BSc(Hons)(M eeb), M EdSt(M on), M AppScBIMIT), AFIM A
F. Valentini
J. P. van der Walt, BE(UPI), M E(UP), PhD(W its)
D. W arner
Y.C. Wong, DipM aEng(TAC), BEng(M an), Ph D(SUT), Ph D(SUT), FIEAust

**Postdoctoral Research Fellows**
A. Akouchele (Akoulshin), Ph D(M iss c), M S(Physics)(M iss c)
J. Chon, BSc(Hons), Ph D(M on)
J. Hart, BSc(ChemEng)(RMIT), Ph D(SUT)
R. HosseinNejad, BSc(Elec)(Tehran), M Sc(Tehran), Ph D(Tehran)
D. Lau, BAppSc(Hons)(RMIT), Ph D(M on)
P. Sawant, BSc(Hons)(India), M Sc(Hons)(India), Ph D(India)
P. Stoddart, BSc(Hons), PhD
S. W u, BSc(Hons)(China), Ph D(RMIT)
G. Zhou, M Sc(Shandong), BSc(Shandong)

**Research Fellows**
C. Cranfield, BSc(Hons)(M on), Ph D(SUT)
B. Hall
M. Lowe, BSc(M eeb), M Sc(M eeb)
D. Gough, ARM IT, M AppSc(RMIT)
M. Straub, DipPhys(Karlsruhe), Ph D(Halle, Germany)
J. W ang

**Academic Associate**
W.E.K. Gibbs, BEE, BPh(E)M on

**Faculty Member**
A. Chest, AssocDipBus(Acc)(Prahm)

**Administration Staff**
P. Barker
K. Blair
A. Buianca
K. Cage
J. Denning
V. Fittolani
B. Giffiths
C. Heggie, DipEventM gtAnglisIT), BBus(VicColl)
P. Hatchin, BA(Deakin), GradDipBusAdmin(SUT), CPA
J. Haze, BAppScIT(SUT)
S. J esson
L. Jolley
K. Marange, BPh(E)M on
A. Meyer
V. Laurinaitis, DipM gt(SUT), BEng(Lith)
J. Robertson, BA(Ph(E)M on), GradDipIT(SGUT)

Swinburne University of Technology | Postgraduate Course Handbook 2005
<table>
<thead>
<tr>
<th>Staff and Officers</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Industry-Based Learning Manager</strong></td>
<td></td>
</tr>
<tr>
<td>M. Keenan, Cert of TESOL(UK), GradDiplEd(m elb), BA(SocSci)(M on)</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Resources Manager</strong></td>
<td></td>
</tr>
<tr>
<td>Pj. J. Watson, AssocDipl, MEng(RMIT)</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Support</strong></td>
<td></td>
</tr>
<tr>
<td>H.G. Brinklies, Diplm et, VDI-Ing(Germany), M Eng(SIT), VDI, CPEng, M IEAust, FAustIM M</td>
<td></td>
</tr>
<tr>
<td>S. Burrows</td>
<td></td>
</tr>
<tr>
<td>W. Checuti, AssocDiplEng(Electronics)(VUT)</td>
<td></td>
</tr>
<tr>
<td>B. Dempster</td>
<td></td>
</tr>
<tr>
<td>C. Dunne</td>
<td></td>
</tr>
<tr>
<td>W.B. Gooch, NZCE(M ech)</td>
<td></td>
</tr>
<tr>
<td>M. J ewson</td>
<td></td>
</tr>
<tr>
<td>A. Papanicolaou</td>
<td></td>
</tr>
<tr>
<td>P.H. Robb</td>
<td></td>
</tr>
<tr>
<td>D. Vass, CertTech(M ech)</td>
<td></td>
</tr>
<tr>
<td><strong>IT Support</strong></td>
<td></td>
</tr>
<tr>
<td>R. Ahmad, BEng(Hamburg IT, Germany), GradDiplEng(ComSys)(SUT)</td>
<td></td>
</tr>
<tr>
<td>C. Wise, BSc, BE(Hons)</td>
<td></td>
</tr>
<tr>
<td><strong>Maths and Stats Help Centre</strong></td>
<td></td>
</tr>
<tr>
<td>Coordinator</td>
<td></td>
</tr>
<tr>
<td>B.M. Leany, BAppSc(Vic), FRM IT</td>
<td></td>
</tr>
<tr>
<td>Assistant Coordinator</td>
<td></td>
</tr>
<tr>
<td>K.B. Clarke, BA(M elb), TSTC, GradCertAppSc(SocStats)(SUT)</td>
<td></td>
</tr>
<tr>
<td><strong>Research Staff</strong></td>
<td></td>
</tr>
<tr>
<td>J. Arthur, BSc(Hons)(ANU), M EnSci(M on)</td>
<td></td>
</tr>
<tr>
<td>P. Beggs, Diplm eng(Eng), BE(EnSci)(NSW), M Eng(M on)</td>
<td></td>
</tr>
<tr>
<td>I. Birchall, BSc, MSc</td>
<td></td>
</tr>
<tr>
<td>J. Cao, BSc(Donghua, China), M Eng, PhD(Tokyo IT, J apan)</td>
<td></td>
</tr>
<tr>
<td>C. Chen, BA(Phys(Hons)), M Eng(Electronics), PhD(MIT)</td>
<td></td>
</tr>
<tr>
<td>R. Deam, Dipl(Sci)(Comp), PhD(Camb)</td>
<td></td>
</tr>
<tr>
<td>Y. Durandet, BEng(Chem)(CESTI, France), PhD(M elb)(Adel)</td>
<td></td>
</tr>
<tr>
<td>K. Graves, BEng(Hons)(M elb), PhD(SUT)</td>
<td></td>
</tr>
<tr>
<td>K. Hanson, BSc(EnvSci)(SIT), M Sc(Oceanography)(USA)</td>
<td></td>
</tr>
<tr>
<td>A. Hasna, BEng(Chem)(RM IT), PhD(SUT)</td>
<td></td>
</tr>
<tr>
<td>K. Hong</td>
<td></td>
</tr>
<tr>
<td>J. Hayes, BSc(Hons), PhD(Hull)</td>
<td></td>
</tr>
<tr>
<td>M. Lee, BEng(M IT)</td>
<td></td>
</tr>
<tr>
<td>E. Lemma, NZCE, BEng, M Eng, PhD(SUT)</td>
<td></td>
</tr>
<tr>
<td>P. Loveinzi, M EngSci(M on), PhD(SUT), FRM IT</td>
<td></td>
</tr>
<tr>
<td>P. Millar</td>
<td></td>
</tr>
<tr>
<td>J. M cCormick</td>
<td></td>
</tr>
<tr>
<td>C.K. Ng, BSc(Elec)(Hons)(M elb), M Eng(EIT)</td>
<td></td>
</tr>
<tr>
<td>S. Palanisamy, M Eng(SIT)</td>
<td></td>
</tr>
<tr>
<td>D. Pham, BSc(Hons), PhD(Griffith)</td>
<td></td>
</tr>
<tr>
<td>M. Rahman</td>
<td></td>
</tr>
<tr>
<td>I. Sbarski, BEng, PhD(Defence &amp; Gas IT, M oscow), PhD(RM IT)</td>
<td></td>
</tr>
<tr>
<td>Y. Shramkov, PhD(Russia)</td>
<td></td>
</tr>
<tr>
<td>A. Smardencas</td>
<td></td>
</tr>
<tr>
<td>M. Solomon, M Eng(Elec), PhD(Imperial)</td>
<td></td>
</tr>
<tr>
<td>W. Song, BEng(Shanghai), M AppSci(NSV I), PhD(SUT)</td>
<td></td>
</tr>
<tr>
<td>S. Sun, BEng(Northeast, China), M Eng(M R, China), PhD(Cant)</td>
<td></td>
</tr>
<tr>
<td>A. Taube, BSc(M oscow Inst of Radioelectronics), DipEd(VUT), M Sc, PhD(Orion Scientific Research Inst, Ukraine)</td>
<td></td>
</tr>
<tr>
<td>N. Tran, BE(EnSci)(Hons), BSc, PhD(Aedel)</td>
<td></td>
</tr>
</tbody>
</table>

### Faculty of Information and Communication Technologies

#### Dean
Prof D.D. Grant, BSc(Hons), M Sc(M elb), PhD(Reading), FACS

#### Deputy Dean
Assoc Prof C.J. Pilgrim, BScEd(M elb), M AppSci(InTech)(SUT), M ACS

#### Deputy Dean (Research)
Prof J. Han, BEng, M Eng(China), PhD(Qld), M ACM, M IEEE-CS

#### Associate Dean (International)
S. Ng, BSc(Hons), CertEd, PhD(HKU), M IT(SUT)

#### Director, Industry Liaison
K. M ozakos, BScEd(M elb), M AppSci(InTech)(SUT)

#### Professors
M. Bailes, BSc(Hons)(Adel), PhD(AU)  
T.Y. Chen, BSc, M Phil(HKU), M Sc(Lond), DIC(Imperial College), PhD(M elb)  
R. Kowalczyk, M Sc(I2), PhD(Polski)  
R.J. Sadak, BSc(Hons), PhD(M elb)

#### Professional Fellows
D. Forbes, BSc(Hons)(Can N Z), PhD(Camb, UK)  
B.K. Gibson, BSc(Waterloo), M Sc, DPhil(UBC)  
M. Harding, M Sc, PhD(M elb)  
R.E. Hendtlass, BSc(Hons), M Sc(Toagdo), PhD(M elb assey)

#### Professor (Adjunct)
G. Lindgaard, BSc, M Sc, PhD(M on)

#### Associate Professors
G. Armitage, BEElec&Electro(MSc)(M elb), PhD(M elb)  
J. A. James, Diplm ed(Radiotherapy, GradDipl, M BIT(RM IT), M ACS

#### Senior Lecturers
R.K. Allen, BSc(Hons), PhD(Tas), M ACS, M ACM  
N.L. Bailey, BSc(Leeds), GradDiplEd(HIEI), M ACS

#### Lecturers
L. Burley, BAppSc(CIT), GradDiplEd(HIEI), M ACS  
K. Bluff, BSc(Hons), GradDiplEd(Comp, PhD(Deaki)  
P. Branch, PhD(M on), DiplBus(Tas), M Tech(Tas), BSc(Tas)  
I. Foley, BSc(Hons), PhD(M on)  
R. j agielski, M Sc(Kharkiv), PhD(Kiev)  
P.M. Kindner, DiplBus, BAppSci(CIT), CPA, M ACS

#### Lecturers
L. Burley, BAppSc(CompSci)(RMIT), M BusSys(M on)  
O.K. Burmeister, BAppSci(SIT), Diplm in(M elb), BTh(Hons)(M elb)  
A. Cain, BInfTech(SUT)  
A.L. Cricenti, BEng(Hons), GradDiplEd(M elb), M Eng(SUT)  
Pj. J eden, BSc(Hons)(QLD), M Sc(M on), GradDiplComp(M elb), GradDiplEd(AE)
**Staff and Officers**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B. Fantin, DipBS(EDP)(FT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>G. Farrell, BAppSc(Maths)(RM IT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>V. Farrell, BAppSc(RM IT), DipEd(M elb), M ITSUT</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C. Fluke, BSc(Hons), PhD(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>P. Freeman, BSc, M M T(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>G.D. Caribenes</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>P. Hundal, BSc(Hons), M Sc(Punjab), M Sc(York)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>B. Hurst, BSc(Adel), M ITSUT</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>P. Joyce, BPhysIng(M elb), BCompSc(Hons)(Deak)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>D. Klimovski, BAppSc(Hons)(Elec)(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Komarower, BA(Hons)(Sorbonne), Grad Dip AppSc(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C. Lang, BEd(M elb State Coll), Grad Dip Ed (Computers in Education), M Ed(M on), M ACS, M ACM</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>M.F. Lau, BSc(Hons), PGCertEd(HKU), Grad Dip CS, PhD(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>G. Mackie, BSc(Hons), PhD(Mon)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>G. Ravalli, BSc(Hons)(M elb), DipEd(M elb), Grad Dip M athSc(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>P. Sala, BBus(SUT), M T(M on)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J.-G. Schneider, M Sc, PhD(Derne)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>M.S. Thuraisarma, BA(St. Louis, USA), M AppSc(Computing)(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>S. Tingay, BSc(Hons)(M elb), PhD(ANU)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>M.C. Too, BA(M U), M SSM, M PA(UASC), Grad Dip SAD(Edin)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>B. Tyner, BAppSc, DipEd(M elb), M ITSUT</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>R. Vasa, BAppSc(CSSE)(SUT), K. von Baggo, BSc(Hons), PhD(M on)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C. Woodward, BAppSc(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>Z. Q. Zhou, BSc(Indusing), PhD(KU)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Yan, BEng(Hons), M Sc(CTU), M IT(RM IT), PhD(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
</tbody>
</table>

**Associate Lecturers**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Bayley, BAppSc(Computing)(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Hamlyn-Harris, BAppSc, M AppSc(RM IT), PhD(Qid)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>H. King, MEng(CommElec)(RM IT), PhD(Mon)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>L. Stals, BFA(Sculpture)(RM IT), Grad Dip Inf Tech(Internet Computing)(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>D. Wiebell, BSc(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
</tbody>
</table>

**Postdoctoral Research Fellows**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Atov, Dipl.-Ing(ETF Skopje), PhD(RMIT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Bellin, BSc(Toronto), PhD(U of Arizona)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>P. Braun, M Sc(Sharjah), PhD(ANU)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>S. Brough, M Phys(Liverpool), PhD(Liverpool) J. M U</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. But, BSc(Hons), BAppSc(CSSE)(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C.T. Falzon, BSc(Hons), PhD(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>K. Hayasaka, PhD(Hokkaido) J. Japan</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>S. Horisuchi, BSc(Sciences U Tokyo), M Sc(U of Hokkaido), PhD(U of Hokkaido)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Jin, BEng, M Eng, PhD</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>D. Kawata, BEng(Yokohama), M Sc(Ibaraki), PhD(U of Hokkaido)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>V. Kilborn, PhD(M eble)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>M. Liu, BSc(Probing), M Eng(Tianjin), PhD(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>R. Ogley, PhD(UK), M Sc(UK), BSc(Leicester, UK)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>S. Ord, BSc(Hons)(Leicester), M Sc(Sussex), PhD(M anchester)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C. Power, BA(TCD), PhD(Durham)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>R. Proctor, BSc(Imperial, Lond), PhD(U of C I Lan)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>P. Sanchez-Blasquez, BSc(M adrid), PhD(M adrid)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Shen, BSc, PhD(SEU)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C. Sun, BEng(Univ TB), PhD(UNA), M IEEE</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>B. Wu, BSc(Computing), M AppSc, PhD(OU)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Yan, BEng(SEU), M Eng(SEU)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>S. Zander Dipl.(Institute of Technology Berlin)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Y. Zhang, BM atheamatics, M M atheamatics, PhD(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
</tbody>
</table>

**Research Assistants**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. Bourke, BSc, M Sc(Hons)(Auckland)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>W. Cooper, BSc(Leicester)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Lin, BSc(St. Louis), Grad DipComputing(M on), M ITSUT</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>L. Stewart, H. Tsai</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C. West, BAppSc(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>P. P. Wolynec, BSc(Hons)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>A. Yu, BSc, BEng(M elb)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
</tbody>
</table>

**Technical Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Donea, M Sc(U B Churcest)(Romania), PhD(Univ Bucharest)(Romania), M ax Planck Institute of Radioastronomy(Bonn, Germany)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>E. Hallen, BM ms(P) (SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>J. Lin, BSc(St. Louis), Grad DipComputing(M on), M ITSUT</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>L. Stewart, H. Tsai</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C. West, BAppSc(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>P. P. Wolynec, BSc(Hons)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
</tbody>
</table>

**Research Centre Administrator**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. Finlay</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
</tbody>
</table>

**Student and Course Administration**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Beattie</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>M. Brennan, BA(M on)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>C. Brown</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>D. Churchward</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>T. Dryburgh, BA(Hons)(LaT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>K. Garabelli</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>M. Goddard</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>A. Healy, BA(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
<tr>
<td>M. Hunt, BA(SUT)</td>
<td>Postgraduate Course Handbook 2005</td>
</tr>
</tbody>
</table>
Faculty of Life and Social Sciences

Dean
Prof R. Crawford, BA(Hons), DipEd, PhD(Elb), ARACI CChem

Deputy Dean (Research)
Assoc Prof M. Gilding, BA(Hons)(ANU), PhD(Mac)

Associate Dean (International)
F. Malec, BSc, M Sc, PhD(UBP France)

Professors
T. Bart, BEd(ElbT), M A(SIT)
T.W. Burke, BE(Hons)(M on), M SoccBirm, M Ec(M on)
S. Clark, Dip Ed(Elb), BSc(Hons)(M Elb), M A(Lanc), PhD(SUS)
G. Devilly, PhD(UQld), M ClinPsych(UQld), BSc(Hons) (Hertfordshire, UK)
P.L. Jones, Dip Ed(Elb), BSc(M Elb), PhD(Elb) on
G. Lonergan, BSc(Hons)(WAust), PhD(SUS)
S.M. M ore, BSc(Hons), Dip Ed, M Ed(M Elb), PhD(Florida State), FAPS
A. Sali, M BBS, PhD, FRACS, FACEM
R. Silberstein, BSc(Hons)(M on), PhD(M Elb)
C.K.K. Stough, BSc(Hons), PhD(Adel)

Professorial Fellow
P. Brotchie, M BBS (M Elb), FRAACP, PhD(Elb) on
D.L. M eryedth, BA(Hons)(ANU), DipEd(CanbCAE), PhD(Griffith)
J.D.K. Thomas, BA(Hons)(ANU), PhD(ANU), Grad DipM ediaComm ITLaw (M Elb)

Professors (Adjunct)
S. Armstrong, BSc M Sc(Hons), PhD(LaT)
A. Brown, BA(Hons)(M Elb), FAIA(IAA), AIA(IAL)
T. Davis, BSc(Hons)(M Elb), PhD(M elb)
J. A. Edwards, BA(Hons)(Keele), Grad DipEd Admin(RM IT)
A. Head, BA(M Elb), BSc(M Elb), PhD(Bristol), DSc(M elb)
R. Innis, BSc, M D, PhD(Yale)
M. J ohrs, BSc(M elb), M B BS(on), PhD(M on)
J. Kulkarni, M BBS, FRANZCP, PhD(M on)
K. Nagata, M D, PhD(Hirotsuki University School of Medicine)
R. Norris, BSc(Hons)(Cambridge, UK), PhD (M anchester, UK)
P. Older, LRCP, M RCS(UK), M B BS(London), FRC(Anees), FANZCA(Sydney)
A. Puce, BAppSc, M AppSc(SIT), PhD(Elb)
D.H.F. Scott, AO, BA(Elb)
D. Trewin, BEC(ANU), BSc(Hons)(M Elb), M Sc(London)
Y.J. Wadsworth, BA, PhD(M on)

Associate Professors
G.W. Bates, BCom, BA(Hons), M A(ClinPsych), PhD(MElb), M APS
K. Betts, BA(Hons), PhD(TM)
D. Crewether, BSc(Hons), M Sc(M Elb), PhD(CalTech)
R. Croft, PhD(Edinburgh)
A.E. Gare, BA(Hons)(WA), PhD(M urd)
E. Ivanova, M Sc(Hons)(Far East, Russia), PhD(Inst of M microbiology, Ukraine), DSc(Pacific Inst Biol Chemistry, Russia)
I.K. Jones, BAppSc, Dip Ed(Elb), PhD(Elb), FRACI
A. Knowles, BA(Hons)(M Elb), M Ed, PhD(M on), M APS
J. Patterson, M Sc, PhD(Elb)

Associate Professors (Adjunct)
R.L. Laslett, M Sc(Adel), Dip Ed(Elb), FRACI
A.W. Wood, BSc(Hons)(Bristol), PhD(Lond)

Senior Lecturers
P.A. Barton, BSc(Hons), Dip Ed(Elb), PhD(Elb), M ASBM B
M. Bhave, M Sc, PhD(Poona)
P.D. Ciszewski, BAppSc(SIT)
R.H. Cook, BSc(Hons)(M Elb), M Ed(M on), PhD(Elb), FAPS
F. Cortizo, BSc(Hons), PhD(M on)
R.F. Cross, BSc(Hons)(M Elb), Dip Ed(Elb), PhD(M on), M RACI
E.A. Hardie, BA(USQ), PhD(M on), M APS
I.H. Harding, BSc(Hons), PhD(Elb), M RACI
P.J. Healy, BA(Hons)(Uni), M A, M S, PhD(PennState)
D. Liley, MB(Hons), M BChB(Auck), PhD(Auck)
P.J. Love, M A(ElbT), PhD(ANU)
D. M eyer, BSc(Hons)(M ed/Stat(UvA)), M BLS(UvSAfr), D BLS(UvSAfr)
J.F. Pallant, BA(Hons)(CU), PhD(Elb) on
E.A. Palombo, BSc(Hons), PhD(ElbT), M ASM
K.J. Rowley, BA(Hons)(M Elb)
M. Schier, BAppSc(SIT), M Sc(M on), PhD(M elb)
L. Vitteta, BSc(Hons)(M on), PhD(M on)

Lecturers
J. Barbou, Grad Dip Ed Info Tech(M Elb), M A(Comm)(SIT)
A. Bartel, BSc(Hons), M Sc(M elb), PhD(SUS)
S. Buzwell, BA(Hons)(M Elb), PhD(Elb)
J. Ciocciari, BAppSc(SIT), PhD(SUS)
M. Cooke, BSc(Hons)(UniSA), BSc(Adelaide)
N. Craft, BSc(Hons)(LaT), DPsych(Counselling Psychology)(SIT), M APS
C. Critchley, BA, Grad Dip App Psych(SIT), PhD(Elb)
L. Dunn, Dip AppSc(SIT), M Ph(Diak), M AETH
K. Farquharson, BA(Ber), M A, PhD(Harv)
B.M. Findlay, BA, BSc(Hons), M Sc, PhD(M elb), M APS
M. Finn, BA(Hons), M Ph(Griffith), PhD(QUT)
R. Galligan, BSc(Hons)(WA), M A, PhD(Toronto)
F. Gleeson, BA(M on), BEd(M elb), M A(ElbT)
L. Gye, BA(SUS), Dip Ed(Elb), M A(RM IT)
N. Kambourouspolous, BA (Hons), PhD(Deak), M APS
N. Khan, M Sc(BDA)
S. Knowles, BA(Hons), PhD(Newc), M APS
D.C. Mairnaring, Dip Ed(M Sc), M Sc(Lat)
E. Line, BA(Hons)(SUS), PhD(M on)
M. Olyph, BAppSc(SUS), PhD(SUS)
G. M urray, BA(Hons), BSc, Grad Dip Grad Ther, M Psych, PhD(M elb), M APS
P. Ong, BS(Hons)(Psych(M elb)
C. Owen, BA(Psy/Phy), PhD(SUS)
A. Powell, BA(MediaComm(SUS), BM mg(Griffith)
V. Prabrahmaran, BAE(M on), Grad Dip, M ASc(RM IT)
J. Schwartz, BEC, BEd(M on), M Ed(ElbT)
A. Stapleton, BSc(Hons)(LaT), Grad Dip Hum(ElbT), Grad Dip Sci Comm(QCU), ScEd(Curtin)
L. Tunney, BA(Hons), PhD(Deak)
P. Wischer, MA(Art), Grad Dip(Elb), DipA(Visual)
C. Wood, BSc(Hons), PhD(Clinical)(LaT), M APS

Associate Lecturers
J. Coulton, BAppSc(Hons)(SUS)
C. Gamble, BAppSci(Hons)(SUT)  
T. Moore, BAppSci(Hons)(SUT)  
K. Walton, BAppSci(Hons)(SUT)  

**Senior Research Fellows**  
K. J. Hulse, BAppSci(Hons)(SUT), M SocSci(Birm), PhD(SUT)  
S. Lewis, BSc(Hons)(M eiba), PhD(M eiba), DipEd(M eiba)  
M. R. Lifman, BA(Hons)(M eiba), M Sc(Social Admin(I.S.E), PhD(M eiba)  
D. J. Mackerze, M A(M on)  
P. Mares, BA (A del)  
K. D. Neumann, DipEd(Studienkurs Kassel), PhD(ANU)  

**Research Fellows**  
N. Brackertz, M A, GradDipArtCuratorialStudies(M eiba)  
L. Branigan, PhD(ANU)  
A. S. Esposito, BSc(Hons)(LaT), DipEd(LeT), M A(M on)  
P. S. W. Ewing, BSc(M on), GradDipUrbResPolicy(SUT)  
R. S. Hassan, BA(Hons), PhD(SUT)  
L. J. Hopkins, M A, PhD(M eiba)  
M. R. Liffman, BA(Hons), MSc(Social Admin)(LSE), PhD(M eiba)  
D.J. MacKenzie, MA(Mon)  
P. Mares, BA(Adel)  
K. D. Neumann, DipEd(Studienkurs Kassel), PhD(ANU)  

**Postdoctoral Research Fellows**  
I. Bojak, M Sc(DortmundGDR), PhD(Dort, GDR)  
L. Chen, BSc(Tunghai), PhD(Mon)  
R. J. ayasekara, BSc(Hons), GradDipAppSc, PhD(SUT), M RACI CChem  
Papafotiou, BAppSci(Hons)(SUT), PhD(SUT)  

**Research Associate**  
C. J. enes, BSc, GradDipAppSc, PhD(SUT)  

**Research Officers**  
L. Downey, BSc, GradDip(Psych)  
K. Hansen, BAppSci(Psych)(Psychophysiology), BA(Hons)(Psych)  
T. L. Herbert, BAppSci(Desk), BA(Hons)(Ballarat)  
C. Hinch, BA(Psych)(Hons)(SUT)  
C. Kure, BHealthScience(Imperial), BAppSci(SUT)  
K. Lim, GradDipPulbHealth(RM IT), BSc(Nursing)(Philippines)  
P. Lin, BAppSci(SIT), M AppSc, PhD(SUT)  
J. Lloyd, BAppSci(Hons)(Psychophysiology)(ISU)  
B. M. McKinnon, BA(M eiba), BSc(Hons)(M eiba), PhD(M on)  
C.A. Neske, BA(M on), M A(M on)  
G. Nield, BAppSci(SIT)  
A. Rippingas, BAppSci(SIT), PhD(SUT)  
D. Prater, BA(Hons)(Syd)  
L. Ralston, BA(SUT), GradDipAppSc(Statistics)(SUT)  
D. A. Sharp, BM(Ed media Studies)(SUT)  
D. Simpson, BAppSci(SIT), M AppSci(SUT)  
W. M. Stone, M A(M eiba)  
K. Young, BEd(M eiba)  

**Production Editors**  
P. M. Browne, BA(M eiba)  
K. Manton, M A(M on)  

**Principal, Business Development**  
M. Pelling, BA(Qld)  

**General Staff**  
**Faculty Manager**  
G. Bol, GradCert(M anagement)(M on)  

**Technical Resource Manager**  
C. Young, CertII(InfoTech)  

**Computer Systems Officer**  
D. Spencer, BAppSci(CompSci), M AppSci(InfoTech)(RM IT)  

**Industry Liaison Manager**  
C. Siddons, BSc(LeT)  

**Industry-Based Learning Coordinator**  
V. Branton, AssocDipBus(BoxHill Inst)  

**Executive Assistant to Dean**  
J. Ng, AssocDipBus(Adel), ANIA  

**Administrative Staff**  
M. Abrahams  
M. Button, BAppSci(CompSci)(RM IT), GradDipEd(Haw)  
S. Cowden, M A(Deak)  
L. Cutri  
K. Diakovky  
M. Fernandes  
C. Fraser  
M. Healy  
D.M. Hudson, BA(Hons)(M eiba), M A(M eiba), DipEd(M eiba)  
L. Kaufman, BA, BM(US)  
S. M. Kelman, BA(SUT), AssocDipCommDev(SUT)  
G. Lee, BA(SUT)  
C. Low  
B. M agree  
J. M athews, DipHumRes(Adel)  
P. O’Connor, DipTchg (Prim), GradDip(LiteracyEd)(VicColl)  
M. Pettolino, BScEd(M eiba)  
S. Pougos  
B. J. Rosz  
R. Timms  
C. Watts, BBus(SUT)  

**Technical Staff**  
C. Anthony  
S. Curtis, BSc, BA, GradDipAppSc  
J. Kivinen  
S. Galappathie, BSc(Sri Lanka), GradDipAppSc(SUT)  
S. Mougos, BSc  
N. Nguyen, BSc, GradDipAppSc
Swinburne Lilydale Division

Deputy Vice-Chancellor (Lilydale)

Prof B. van Ernst, AM, BA(m on), BEc(m on), M Ed(LaT), PhD(LaT), MACE

Head of Studies

Assoc Prof S. Weal, BAppSc(CRITIM), M A(Lanc)

Deputy Head of Studies

Assoc Prof B. Clarke, BEd(M on), LLM (M on), Grad Dip Mktg (M on)

Academic Leaders

Assoc Prof D. Bolton, BSc(CSs(Hons)(Bradford), BSc(Hons)(M on), Grad Dip Ed(Leeds), Grad Dip Psych(Ph on), M SCsC(Birmingham), PhD( Birmingham) Prof P. Fruery, BSc(Hons)(M urdoch), M Phil(M urdoch), PhD(M urdoch)

Assoc Prof B. Lasky, BBus(PersAdmin)(RM IT), Grad Dip Pers Admin(VCAE), PhD(M on), M AHR

Assoc Prof K. Lipson, BSc(M on), Dip Ed(Hons)(Pho), PhD(SUT), M AHR

Director, Centre for EBusiness and Communication

Assoc Prof B. Calway, Grad Dip Mgt Tech(SIT), M Bus(TS)SIT, PhD(SUT), M ACS, M W AACE

Director, Centre for Regional Development

A. Langworthy, BAm(M on), BEd(M on), Dip Ed(BM on), Grad Cert Business and Communication(SUT)

Academic Staff

Assoc Prof J. Arnold, BA(M on), Dip Ed(M on), PhD(Deakin), M AACE

G. Ballantyne, BA(M on), M APrevLia(LaT), PhD(LaT)

E. Bolst, Grad Dip Bus(CUT), M Comm(CUT), M Ind & Emp Relations(M on)

P. Bolton, BAm(Hons)(SUT)

J. Brown-Parker, BAm(PNG), M Ed(M on), M A(Chigan State)

C. Brunt, BSc(Hons)(M on)

J. Bryant, BAm(Hons)(LaT), Dip Ed(M on), M A(M on)

G. Chow, BSc(M on), Dip Comp Tech(CDI), M ACS

M. Crameri, BCom(Hons)(M on), FAIBF

E. Cunningham, BSc(M on), Grad Dip Arts(M on), BSc(Hons)(M on), PhD(M on), M APS

J. de Rooy, AssDegLaw(SCU), LLB(SCU), Grad Dip Leg Prac(Bond), LIV

J. Dickson, BAm(Hons)(SUT), Dip Ed(M on), PhD(UC)

C. Dibley, BEd(London), M Bus(E Business and Communication)(SUT)

C. Farrell, BSc(Hons)(SUT), M A(Wirting)(SUT)

N. Firth, BAm(M on), Dip Ed(M on), Grad Dip Special Ed(M on), M Ed(M on)

N. Fish, BSc(Hons)(SUT)

G. Francis, BSc(Hons)(M on), PhD(M on)

D. Gardner, BBus(SIT), CPA

J. Grainger, BEd(M on), M Bus(SUT)

S. Hall, BBus(SUT)

E. Ilten, BSc(Hons)(M on), PhD(M on), M S RCD, M AA HDA

M. Jepson, BSC(SU), M Bus(E Business and Communication)(SUT)

S. Kokonis, BSc(M on), BA(Hons)(SUT), Dip Ed(AV C)

C. Langridge, BBus(SUT), Grad Dip Ed(M on), M Tax(RM IT), ASCPA(Tax), FTIA

J. Lowen, BBusAcc(CIT), Dip Ed(SCW), Grad Dip Accs Fin(CIT), M Admin(M on), M Sc Acc(FMA)

C. M. Marshall, BEd(Southampton), M BA(SUT), M Bus(E Business and Communication)(SUT)

J. MConnell, Dip PT(CE), BSc(CSs(Hons)(SUT)

C. M. Talcott, BAm(Hons)(SUT)

C. Moore, BAppSc(TJ)(SIT)

A. Nankervis, M Bus(Tourism Dev)(WitW( on), M ISTTE

S. O’Sullivan, ARM IT(AeroEng)(XRM IT), BA(LaT), Dip Ed(SCVH)

Assoc Prof H. Paterson, BCom(Hons)(M on), Dip Ed(M on), M Ed(LaT), PhD(LaT), CMA, CPA

A. Peters, BBus(Hons)(SUT)

V. Power, BA(SIT), Grad Dip App Psych(SUT), M A Psych

D. Rajendran, BCom(adrs), M Com(M adrs), M Phil(M adrs), M BA(IGNOU N Delhi), PhD(M adrs), M AHR

A. Seitz, Dip Retail( Bus Admin(M unich), BAm(Hons)(M on)

M. Sheehan, M A(M on), Dip Ed(M on)

L. Signor, Grad Dip Bus Info Tech(SUT), Grad Dip Ed(LaT)

R. Smith, BAm(Hons)(UNE), Dip Ed(UK), BCom Ed(UKE), Grad Dip BIT(SIT), M Com(NSW), M Ed(TESOL)(M on), M ACE

M. Spark, BCA(VU), M BA(Cran), AFAIM, FAICD

S. Theiler, BA Psych & Soc(SUT), Grad Dip App Psych(SUT)

T. Tonkin, BBus Acc(Bendigo CAE), Grad Dip Ed(LaT), M Com Law(Deakin), ASA

T. Townsend, BAppSc(CUR), BAm(M on), Grad Dip App Psych(M on), Grad Dip Bus(IRM) (Deakin), M Org Psych(M on), M AFAMHR, M A M, M APS

M. Tucker, BEd(Hons)(LaT), M Comm(M on)

N. Vargas, Grad Dip Bus(E Business and Communication)(SUT)

K. Vigo, BA(M on)

I. Wallace, BAm(Pho)(RM IT), Grad Dip( SUT), M Bus(E Business and Communication)(SUT)

Adjunct Professors

P. Fergusson, OAM, Dip App Chem(RM IT)

S. Garcia, BA(Edith Cowan), Grad Dip Ed(UKE)

S. Halliday

J. M urphy

P. Petherbridge, BA(Syd), BDM(CD), M AFAIM

Administration

Divisional Manager

J. Austin, BA(SUT)

Administration/International Officer

R. Lardner, Ass Dip Bus(DEIT)

Administration/Alumni Officer

A-M. Watkins, Dip HSc(M Ass)(M on T), AAM T

Accountant

I. Smith, Dip Acc CRM( IT), CPA, AAI(BF

Resources Officer

H. Camp

Student Liaison Officer

V. Nash, Grad Dip Career Dev(Deakin)

Customer Liaison Officer

E. M. Donald

Postgraduate Administration Officer

K. Broek

Professional Public Programs and Project Manager

A. Norton, Grad Cert Bus(E Business and Communication)(SUT)

Research and Centre for EFS Administrator

K. Pring

Academic Assistant, Learning Materials and Programs

N. Buchanan

Postgraduate Coordinator

A. Tonkin, BComm(Deakin)

Centre for Regional Development

Administration Officer

N. White

Deputy Vice-Chancellor’s Office

Personal Assistants

S. Lester

N. White

Executive Officer

D. M Gregor, TPTC(Seelong), M A(Tübingen), Grad Dip Mgmt( RM IT)
Industry Liaison Office
M. Blackburn
K. Pomeranz, BA(M on), DipEd(M on), BEd(M on)

Online Resources Co-ordinator
B. Kompe, BSc(Hons)(LaT), PhDChem(LaT)

Swinburne TAFE Division

Divisional Staff
Deputy Vice-Chancellor (TAFE)
A. Crozier, BSc(Hons)(Lond), PGCECamb

Executive Director, Educational Development
J. Bissland, BA(Hons), GradDipChDev, GradDipEd, M.A., M.Ed

Executive Director, Strategic and Business Development
J. Cashon, BSc(M eib), DipEd, DipCompSci, GradAIP

TAFE School of Arts, Hospitality and Sciences

Director
H. Coats, BBus, DipEd, BEd, M Ed, GradDipLeadership & Management

School Administrator
M. Evans

Manager, Arts
W. Winford, DipArts & Design(RMIT), DipEdHaw Inst

Manager, Horticulture and Environmental Sciences
F. Hellriegel, DipHort, GradDipEd, GradDipLeadership & Management

Acting Manager, Hospitality and Tourism
V. Egan, CertInTravelOps(BIT), DipTeach(M eib), DipBusFrontline M anagement(SUT)

Manager, Industrial Sciences
L. Edwards, DipM edLabSc, GradDipComputing, GradCertMgmtDev(Education and Training), DipBusFrontline M anagement(SUT)

Manager, Centre for Sustainability
L. Condon, BSc, GradDipEd, CertIV(Assessment & Workplace Training)

Manager, Centre for Occupational Health and Safety
M. Dawoud

TAFE School of Business and eCommerce

Director
I. Wittman, BEd, DipFM I, DipEd

School Administrator
M. Fakhri

Manager, Administration and Business Technology
D. Barbuto, BComm, TSTC, GradCert in M anagement Development (Education & Training), CertIV(Assessment & Workplace Training)

Manager, Financial Services
S. Smith, BEcon, BEd, GradCertEduAdmin

Manager, Management
G. Stalley, BComm(M eib), DipEd(M eib), DipBusFrontline M anagement(SUT), Cent IV(Assessment and Workplace Training)

Manager, Marketing and International Studies
D. Sullivan, M BA, BEcon, GradDipEd, GradDipLegal Studies, GradCertEduc, Cent IV(Assessment and Workplace Training)

Manager (Acting), Business Enterprise Centre
J. Symons, GradDipETM(eib), DipFM(ISUT), CertIV(Assessment and Workplace Training)(SUT), DipPTISCV(M eib)

Manager, Centre for Collaborative Business Innovation
N. Evenden

TAFE School of Engineering

Director
C. De Martinis, BSc(Hons), M ScC, DipEd, BEd, GradDip(Occupational Hygiene), GradDipFLM

School Administrator
J. Dansey, DipBusAdmin, GradCertBus(Executive Administration)(SUT), CertIVInfTech(Software Applications)

Manager, Information Technology
B. Clifford, BE, TTTC

Manager, Engineering
R. Barrow, DipHortSci, DipTechTeach, DipFLM

Manager, Performance and Development
D. Noel, AssDipGenAdmin, DipTechTeach(UTS), DipFLM

Manager, Centre for New Manufacturing
J. Cawley

TAFE School of Social Sciences

Director
R. Jackson

School Administrator
E. Harkness

Manager, Access
L. Cutting, M ApplLinguistics(M eib), DipEd(TESSLaT), GradCert(Secretarial Studies), Grade 4 M usic

Manager, Child and Family Studies
C. Forbes, BA, BSc(Hons)(M on), DipTeaching(Old), DipFLM(ISUT)

Manager, Community and Further Education
K. Bailey, BA, DipEdPsych, DipT, M Ed(Management & Leadership), DipFLM(CertIV(Assessment and Workplace Training)

Manager, Health, Recreation and Human Services
M. Letteri

Manager, Centre for Health and Wellbeing
M. Nikolajuk
Research Institutes and Centres

In 1995, the University's Board of Research and Graduate Studies adopted a three-tier structure for research development and support. Tier 1 comprised major research centres and institutes and Tier 2 comprised significant emerging research groups. Both Tier 1 and Tier 2 centres received central university infrastructure funding for their research.

During 1995/96 two major research centres were granted the status of Tier 1 institutes and the establishment of the first Tier 2 centres was approved. The Centres have continued to develop their research activities and in 1998 the Institute for Social Research (ISR) was created through the amalgamation of a Tier 1 Centre for Urban and Social Research) and a Tier 2 (Asia-Australia Research Centre) centre.

Tier 1 and 2 Research Centres and Institutes

- Brain Sciences Institute (T1)
- Environment and Biotechnology Centre (T1)
- Industrial Research Institute Swinburne (IRIS) (T1)
- Institute for Social Research (T1)
- Tier 1 and 2 Research Centres and Institutes

Brain Sciences Institute (BSI)

Director: Assoc Prof David Crewther
Telephone: +61 3 9214 5877
Email: dcrewther@swin.edu.au
Contact: Kathy Douglas, Institute Administration Manager
Telephone: +61 3 9214 8375
Email: k.douglas@swin.edu.au
Website: www.scan.swin.edu.au/

Brain Sciences Institute (BSI) is a major research and postgraduate teaching facility, whose mission is to understand the neural basis of cognition and emotion in normal and disordered brain states. To undertake this work BSI has adopted the multidisciplinary research strategy that underlines Cognitive Neuroscience combining functional neuroimaging techniques such as high-resolution functional brain electrical activity recording and functional magnetic resonance imaging with the disciplines of neuropsychopharmacology, neuropsychology, neuropsychiatry, psychophysiology and neuroinformatics.

BSI draws on established work and develops new models of brain function, testing them by eliciting specific patterns of brain activity; applies its expertise and technology to clinical research projects; develops software and hardware which provides accurate data about brain activity; predicts and measures the effects of various drugs on the brain.

The BSI collaborates with a number of leading brain research laboratories and functional neuroimaging research centres in Australia, England, Japan and the United States.

Environment and Biotechnology Centre

Formerly the Centre for Applied Colloid and BioColloid Science.

Head: Dr Enzo Palombo
Telephone: +61 3 9214 8571
Fax: +61 3 9819 0834
Email: epalombo@swin.edu.au
Website: www.swinburne.edu.au/ebc

The Environment and Biotechnology Centre is one of Swinburne University of Technology’s principal research centres. It promotes the development of applied and industrial research in both environmental science and biotechnology. The Centre currently has 16 academic staff and over 30 research students, possessing expertise in fields as diverse as bioactive compound production and extraction, bioremediation, surface and colloidal science, molecular biology, catalysis, public and environmental health, bioreactors, enzyme technology, heavy metal removal, tissue engineering, nanotechnology and pulp and paper bioprocessing. The Centre resides in the School of Engineering and Science at Swinburne’s Hawthorn campus.

The Centre’s predecessor, the Centre for Applied Colloid Science was established in the Department of Applied Chemistry at Swinburne in 1980, at which time its research activities were principally focussed on studying the physical chemistry of colloidal systems. The research activities of this centre were expanded in 1986 to include research into biological systems, and hence the centre was renamed the Centre for Applied Colloid and BioColloid Science. In 2002, the centre expanded, and was renamed the Environment and Biotechnology Centre to more accurately reflect the range of research activities undertaken.

Today, with strong links to industry, the Centre is strongly focussed on industrial biotechnology and environmental research. Operating as a contact point for visiting members of staff from both local and overseas academic institutions, companies and government authorities, the Centre has become a strong focal point of postgraduate research for many industries.

Industrial Research Institute Swinburne (IRIS)

Director: Prof M Ilan Brandt
Telephone: +61 3 9214 5651
Fax: +61 3 9214 5050
Email: iris@swin.edu.au
Website: www.swinburne.edu.au/iris

The Industrial Research Institute Swinburne (IRIS) was established in 1985. Our vision is to be Australia’s leading institute for applied research and postgraduate education to enhance the international competitiveness of Australia’s manufacturing industry.

We will achieve our vision by maintaining our core capabilities in:
- The provision of innovative industry-based postgraduate research training;
- Industrial laser technologies for conventional scale and micro scale manufacturing;
- Intelligent manufacturing technologies;
- The use of microwave technologies in manufacturing processes; and
- By building on our emerging core capability in bioengineering.

Approximately eighty per cent of IRIS research work is applied and industry-oriented or industry-based. The remainder of the research effort is basic research into core technology areas. IRIS works with five cooperative research centres (CRCs), which combine a number of industry and university partners. These centres are:

- The CRC for Intelligent Manufacturing Systems and Technologies (IM & T)
- The CRC for Cast Metals Manufacture (Castmm)
- The CRC for Microrobotics
- The CRC for Welded Structures
- The CRC for Wood Innovations

IRIS postgraduate education programs are provided, from Graduate Certificate through to Graduate Diploma and Master of Engineering levels in a number of different disciplines. IRIS has also developed and implemented a system of career-oriented learning (COL) in which postgraduate education programs are tailored to enhance depth of knowledge in areas related to career shift or career advancement. IRIS offers research scholarships to graduates with exceptional academic results to pursue PhD and M Eng by research programs.

Institute for Social Research (ISR)

Acting Director: Prof Jillian Thomas
Telephone: +61 3 9214 5466/8825
Fax: +61 3 9819 5349
Email: jthomas@swin.edu.au
Website: www.sisr.net

The ISR undertakes applied research in the social sciences and provides a platform for discussion and debate around contemporary social issues and policy. It runs postgraduate courses in housing management and philanthropy, provides research services and professional development programs, and is home to Australian Policy Online, a leading source of Australian public policy research.

The ISR focuses on three interdisciplinary programs:
- Cities and Housing
- Citizenship and Government
- Media and Communications

The Cities and Housing program focuses on the reshaping of cities and the nature of urban life. It explores the equity and quality of life implications of these changes, and what governments might do to address them. The program also examines the changing nature of housing systems, both nationally and internationally, with particular reference to the ability of housing markets and housing policy to produce affordable and appropriate housing.

The Citizenship and Government program incorporates research on modern liberal government, on the roles of states, citizens, markets and communities, and on the
The Australian Centre for Emerging Technologies and Society (ACETS) is committed to innovative research and teaching in the understanding of the social, cultural and ethical implications of new technologies during the Information Age. It is part of the School of Social and Behavioural Sciences, and draws upon staff from Psychology, Media, Sociology, Politics and Philosophy.

ACETS operates programs in the following four areas of research:

- Public Perceptions Towards New Technologies
- Biotechnology and Society
- Digital Cultures
- New Technology Entrepreneurs

ACETS offers the following two postgraduate courses in Technical Communication:

- Graduate Certificate of Social Science (Technical Communication)
- Graduate Diploma of Social Science (Technical Communication)

The courses are designed for people who want to move into the technical communication field or who want to enhance their existing skills. The programs have been developed in association with the Australian Society for Technical Communication (Victoria), Inc. (ASTC).

Other affiliated centres

Australian Centre for Emerging Technologies and Society (ACETS)

Director: Assoc Prof Michael Gilding
Telephone: +61 3 9214 8102
Email: ACETS@swin.edu.au
Website: www.swinburne.edu.au/acets

The Australian Centre for Emerging Technologies and Society (ACETS) is committed to innovative research and teaching in the understanding of the social, cultural and ethical implications of new technologies during the Information Age. It is part of the School of Social and Behavioural Sciences, and draws upon staff from Psychology, Media, Sociology, Politics and Philosophy.

ACETS operates programs in the following four areas of research:

- Public Perceptions Towards New Technologies
- Biotechnology and Society
- Digital Cultures
- New Technology Entrepreneurs

Australian Foresight Institute (AFI)

Acting Director: Dr Joseph Voros
Telephone: +61 3 9214 5984
Fax: +61 3 9214 5985
Email: jvoros@swin.edu.au
Website: www.swinburne.edu.au/afi

The Australian Foresight Institute (AFI) is part of Swinburne’s strategy to provide innovative leadership through programs of wide social, cultural and economic value to the Australian community.

AFI offers a nested postgraduate program in strategic foresight. Strategic foresight is the ability to create and maintain high-quality forward views and to use the insights arising in organisationally useful ways.

The Strategic Foresight program will attract students who have completed first degrees and who are looking for an innovative 21st century specialisation. Courses will also be relevant to those currently working in a range of forward-looking roles including strategy, planning and foresight functions in public and private sector organisations.

The primary purpose of the Institute is to facilitate the emergence and application of high-quality foresight in each major sector. This is part of a wider strategy to encourage wider social, cultural and economic shifts from a society driven by the past to one that is increasingly open to the forward view and therefore able to be futures-responsive.
Australian Graduate School of Entrepreneurship (AGSE)

Head: Prof David Hayard
Telephone: +61 3 9214 8074
Director of Research: Prof Christopher Selvarajah
Telephone: +61 3 9214 8462
Fax: +61 3 9214 5645
Email: agse@swin.edu.au
Website: www.swin.edu.au/ags

With some 125 doctoral students, the Research Division of the Australian Graduate School of Entrepreneurship (AGSE) has a major commitment to research in the fields of entrepreneurship, executive leadership and the closely related areas of strategy, and organisation complexity. Swinburne University has been active in the entrepreneurship field since the mid-1980s when it launched its first postgraduate program in entrepreneurship. Currently, the AGSE is engaged in a number of front-end research in entrepreneurship which includes Australian component of the strategically important international Global Entrepreneurship Monitor (GEM), a longitudinal comparative study of the state of entrepreneurship in over thirty countries (see research updates at the AGSE website); and an annual publication based on national survey of entrepreneurship centre activities, research and education in Australian universities.

Our research interests range from macro policy drivers at the national and regional level, to micro issues surrounding the start up and development of new enterprises in both the business and not-for-profit sectors. Specific interests include the financing of new ventures; the characteristics of entrepreneurs; the education and development of entrepreneurs; corporate entrepreneurship (intrapreneurship); immigrant, ethnic and indigenous entrepreneurship studies; the management of creativity and innovation and the commercialisation of innovation.

We take a broad view of entrepreneurship and recognise the similarities (and differences) existing between business and social entrepreneurship. Underlying this view is that a healthy and civilised society is best served by having a vibrant and ever renewing business sector, as well as a healthy and active community or not-for-profit sector.

In addition, AGSE offers a range of postgraduate coursework programs. It is the first academic centre in the world to offer a Masters level program in entrepreneurship, the M aster of Entrepreneurship and Innovation (M EI). The Swinburne M BA is also a leader in the field, with a strong focus on corporate entrepreneurship and the development of successful entrepreneurial leaders. The School is a growing network of national and international affiliations with innovation-oriented centres of teaching, research and practice.

Centre for Advanced Internet Architectures (CAIA)

Director: Assoc Prof Grenville Armitage
Telephone: +61 3 9214 8837
Fax: +61 3 9819 0056
Email: garmitage@swin.edu.au
Website: http://caia.swin.edu.au

The Centre for Advanced Internet Architectures (CAIA) is a research centre within the Faculty of Information and Communication Technologies. We aim to perform industrially relevant, innovative and critical research into new IP networking architectures, provide a world-class, stimulating and flexible research and teaching environment, and establish collaborations with leading industrial and academic research groups within and outside Australia. CAIA conducts research into a broad range of areas involving Internet performance analysis, IP routing and Quality of Service architectures, and IP mobility protocols.

We achieve these goals through a combination of teaching, research, and consulting programs.

Our teaching programs offer advanced Internet and Telecommunications coursework programs at bachelor, graduate certificate, graduate diploma and masters (by coursework) levels. We also supervise students pursuing their PhD and master (by research) qualifications.

Our research programs fall under three related areas: Broadband IP access architectures, IP network resilience and security, and Internet mobility. Our staff consists of academic members, postdoctoral research fellows, research students, and research assistants.

Researchers are encouraged to take an experimental and quantitative approach to studying and developing new Internet protocols and network systems designs. We focus on research that is motivated by the desire to solve existing (or plausibly predicted) problems with the delivery of reliable, cost-effective, and high-capacity IP access in the consumer and business contexts.

Centre for Astrophysics and Supercomputing

Director: Prof M. Attwell Bailes
Telephone: +61 3 9214 5569
Fax: +61 3 9214 8797
Email: mbailes@swin.edu.au
Website: astronomy.swin.edu.au

The Centre for Astrophysics and Supercomputing is one of Australia's premier astronomical research groups. Research within the Centre spans the full range of computational, observational, and instrumentation regimes, with areas of expertise including understanding the formation and evolution of galaxies and clusters of stars, the nature of dark matter in the universe, the formation of circumstellar disks and planets, the detection of remnants of massive stellar explosions, and aiding in the design and construction of the billion-dollar Square Kilometre Array. The Centre operates one of the most powerful supercomputers in Australia, in addition to its unique 3D Virtual Reality Theatre for immersive visualisation of scientific data.

Centre for Atom Optics and Ultrafast Spectroscopy (CAOUS)

Director: Prof Peter Hannaford
Telephone: +61 3 9214 5164
Fax: +61 3 9214 5840
Website: www.swinburne.edu.au/rescentres/osil/caous/

The Centre for Atom Optics and Ultrafast Spectroscopy is part of the newly established Swinburne Optics and Laser Laboratories and carries out fundamental and strategic research in the areas of:

- Atom Optics. Novel magnetic microstructures are being developed as atomic mirrors, beamsplitters, waveguides and integrated optical elements on a silicon chip for manipulating beams of ultracold laser-cooled atoms and Bose-Einstein condensates. A second project uses samples of ultracold laser-cooled atoms to investigate the formation and dissociation of molecules at ultralow temperatures.
- Ultrafast Laser Spectroscopy. The state-of-the-art Swinburne femtosecond laser facility is being used to develop new femtosecond coherent nonlinear techniques to investigate ultrafast processes in complex molecular systems including biological molecules, new semiconductor materials and quantum nanostructures.
- Quantum Information. A new type of quantum computation, ‘Quantum adiabatic computation’, is being investigated as a possible means to solve classically non-computable problems such as the well-known halting problem in classical computation. Other projects include studies of the limits decoherence places on the implementation of practical quantum computers and studies of quantum information processing based on magnetic microstructures as possible quantum bits.

Centre for Business and Management Research (CBMR)

Acting Director: John Pidgeon
Telephone: +61 3 9214 8390
Fax: +61 3 9214 5245
Website: www.swinburne.edu.au/business/cbmr/welcome.htm

The Centre for Business and Management Research is located within the Faculty of Business and Enterprise. It is dedicated to undertaking and supporting high quality research and consulting activities undertaken by members of the Faculty of Business and Enterprise. This is achieved by coordinating facilities and providing assistance to researchers and consultants of the Faculty and generating research and consulting opportunities for members of the Faculty.

The CBMR provides an interface with the commercial sector for the Faculty’s consulting and research and offers a range of services which include:

- Collaborative research with business/industry;
- Consultancy and research services that provide practical and applied outcomes; and
- Training and development services for businesses and enterprise leaders;
• Training courses and professional development programs customised to the specific needs of corporate and public sector organisations.

A variety of undergraduate and postgraduate degree programs are also offered in the Faculty of Business and Enterprise. At present CEBM activities are organised around, but not confined to, five interrelated generic streams of research:
- Marketing
- Human Resource Management and Organisation Behaviour
- Accounting and Finance
- Demography and Sample Surveys
- European Business Research

Each year the Centre conducts a seminar series featuring invited national and international presenters on topical issues in management and business.

**Centre for Component Software and Enterprise Systems (CeCSES)**

**Director:** Prof Jun Han  
**Telephone:** +61 3 9819 0823  
**Email:** jhan@swin.edu.au  
**Website:** www.it.swin.edu.au/centres/  

The Centre for Component Software and Enterprise Systems (CeCSES) conducts research into component based engineering of software and enterprise systems, focusing on the development of advanced methods, techniques and tools. It addresses real-world goals for real-world systems with practical and scientifically based solutions. The Centre also provides consultancy to industry and governments in our areas of expertise. CeCSES has internationally recognised expertise in the following areas: software composition, software interoperability, software security, software performance, dynamic and adaptive software systems, distributed object and component technologies, software and enterprise system architectures, system integration and evolution, software processes, software methodologies and foundations, requirements engineering, software and system engineering tools, and services computing.

**Centre for Imaging and Applied Optics (CIAO)**

**Director:** Dr Alex Mazzolini  
**Telephone:** +61 3 9214 8866  
**Fax:** +61 3 9819 0856  
**Email:** a.mazzolini@swin.edu.au  
**Website:** www.swinburne.edu.au/opts/ciao/  

CIAO's focus is to develop and exploit optical systems and techniques that have direct relevance to applications in medicine and industry. CIAO has research interests in the following four areas:
- Fibre Optic Sensors  
- New Optical Materials  
- Light Microscopy  
- Plasmonics

CIAO shares a modern, purpose-built, optics laboratory facility on the ground floor of the Applied Science building (Hawthorn campus). CIAO’s equipment includes a MOPO high power tunable laser, a Bragg Optical Fibre Writting Facility, several high resolution spectrometers, and a large array of optical fibre manipulation and analysis equipment. CIAO is involved in applied optics research, and collaborates with several industrial partners, DSTO and other university research centres.

CIAO forms a part of the Swinburne Optics and Laser Laboratories which is an world-class facility for fundamental and applied research in lasers, microscopy and photonics.

**Centre for Intelligent Systems and Multi-Agent Systems (CIAMAS)**

**Director:** Prof Ryszard Kowalczyk  
**Telephone:** +61 3 9214 5834  
**Fax:** +61 3 9214 0823  
**Email:** r.kowalczyk@swin.edu.au  
**Website:** www.it.swin.edu.au/centres/  

CIAMAS conducts research in intelligent agents, mobile agents and multi-agent systems, focusing on autonomous decision-making, coordination and adaptation mechanisms, and their applications in building and managing open, large-scale, distributed systems. Research areas include complex agent negotiations and collective decision-making, distributed learning and adaptation in multi-agent systems, and dynamic interactions and coalition mechanisms. The application areas involve automated composition and management of service-oriented systems, dynamic virtual organisations and enterprises, collaborative e-business and smart information environments.

**Centre for Intelligent Systems and Complex Processes (CISCP)**

**Director:** Prof Tim Hendtlass  
**Telephone:** +61 3 9214 8863, or +61 3 9214 5272 (Postgrad Area)  
**Fax:** +61 3 9819 0832  
**Email:** thendtlass@swin.edu.au  
**Website:** www.it.swin.edu.au/centres/  

The Centre for Intelligent Systems and Complex Processes has been established to act as a focus for, and to promote, the work being carried out on areas such as complex system modelling and optimization using artificial neural networks, evolutionary algorithms, collective intelligence and other techniques. It involves staff from the School of Information Technology, the School of Biophysical Sciences and Electrical Engineering (BSEE) and a number of external academics.
The Centre for Intelligent Systems and Complex Processes was established in 1994 to act as a focus for, and to promote, the work being carried out on areas such as complex system modelling and optimisation. Over this time the Centre has developed a number of advances to artificial neural networks, evolutionary algorithms, collective intelligence and the other techniques used to carry out its mission, together with developing specialised systems for industry. It involves staff from the Faculty of Information and Communication Technologies, the Faculty of Life and Social Sciences together with a number of external academics.

Centre for Micro-Photonics (CMP)

Director: Prof M in Gu
Telephone: +61 3 9214 8776
Email: mgu@swin.edu.au
Website: www.swinburne.edu.au/rescentres/soll/cmp/

The Centre for Micro-Photonics (CMP) is funded from the Chancellery Strategic Initiatives Program at Swinburne University of Technology. CMP was established in January 2000. It is part of Swinburne Optics and Laser Laboratory (SOLL), a world-class centre for fundamental and applied research in lasers, microscopy and photonics. The CMP is also a node of the Australian Research Council Centre of Excellence for Ultrafast P-bandwidth Devices for Optical Systems.

The CMP mission is to become an internationally leading centre in the area of micro-photonics and to develop a world-class laboratory for training research students. The CMP aims to develop innovative nanophotonic devices for all-optical information technology, develop novel optoelectronic imaging methods for biological studies and industrial applications, and to understand the mechanisms of light interaction with biological materials. CMP has been equipped with state-of-the-art optics and laser facilities for conducting research projects in the area of biophotonics, and nano-photonics.

Current research projects within CMP include three-dimensional microscopic imaging through tissue-like media for cancer detection, near-field scanning imaging based on optical trapping, two-photon fluorescence microscopy and its applications in biological studies, three-dimensional optical data storage, quantum dot spectroscopy, laser tweezers for single molecule detection, lasing in micro-cavities, and photonic crystals.

Centre for Molecular Simulation

Director: Prof Richard Sadus
Telephone: +61 3 9214 8773
Fax: +61 3 9819 0823
Email: RSSadus@swin.edu.au
Website: www.it.swin.edu.au/centres/cms/

The primary aim of the Centre for Molecular Simulation (CMS) is to obtain a fundamental understanding of natural phenomena using molecular simulation. Molecular simulation refers to the application of computing techniques such as Monte Carlo (MC) and molecular dynamics (MD) to study the properties of atomic and molecular systems. Unlike other computing methods, molecular simulation provides exact results without relying on unnecessary simplifying assumptions or approximations. Recent advances in both algorithm design and dramatic improvements in high performance computing power mean that molecular simulation is on the verge of revolutionising the practice of science. It can provide accurate insights into the nature of materials where experiment is either impractical or impossible. Consequently it provides a valuable opportunity to make significant scientific discoveries. In particular, molecular simulation is likely to have a growing impact on both biotechnology and nanotechnology by providing the molecular blueprint for purpose-made molecules.

CMS provides a unique focal point for work on simulation, attracting some of the best scholars in the Asia-Pacific region and elsewhere. The interdisciplinary nature of the research has attracted researchers with backgrounds in physics, chemistry, chemical engineering and computer science. Examples of the fundamental research currently undertaken by CMS staff and postgraduate students include the investigation of:

- Molecular motors.
- Transport properties of fluids.
- Many-body intermolecular interactions on the properties of fluids.
- Phase transitions at high temperatures and pressures.
- Molecular rheology of polymeric fluids, and
- Thermodynamics and statistical mechanics.
Psychology Centre

Director: Dr Roger Cook
Telephone: +61 3 9214 8653
Fax: +61 3 9819 6857
Website: www.swinburne.edu.au/sbs/pc

The Centre offers the community a range of specialist psychological services. It is staffed by a team of experienced psychologists, all of whom have advanced qualifications in their specific fields. The Centre is an educational and professional development initiated by an academic department that has achieved a widespread and enviable reputation for its teaching, training and research.

The Centre provides three major services for the community:

- Counselling and psychotherapy
- Education and professional training
- Research and consultancy services

The Centre offers a range of services where the skills of the staff are available for particular projects, which include both research and professional training programs. Specifically, the staff offer their expertise in the design and execution of program evaluation and social research as well as in the provision of professional development short courses for psychologists and other human service practitioners. Examples of these activities are:

- Outcome studies of helping services
- Training in psychological assessment
- Evaluation of initiatives in social welfare programs
- Seminars in psychotherapeutic practice

The Centre also provides professional work placement opportunities for graduate students and probationary psychologists in the areas of counselling, health and clinical psychology. It is integrated with the professional Masters and Doctoral programs conducted by the Psychology Discipline of the School of Social and Behavioural Sciences.

Sensory Neuroscience Laboratory

Director: Assoc Prof John Patterson
Telephone: +61 3 9214 8862
Fax: +61 3 9819 0856
Email: jpatterson@swin.edu.au
Website: www.swinburne.edu.au/bioscieleceng/SNL/

The Sensory Neuroscience Laboratory is a Swinburne research group investigating the electrophysiology of sensory function. Currently of interest are the key areas of research for which innovative approaches in the design of stimuli, stimulus delivery and methodology are providing solutions to applied and basic science questions.

The laboratory provides specialist research capacity for a variety of industries as well as undertaking of fundamental research and the laboratory has had a number of applied projects which are supported by industry bodies as well as individual companies.

Recently, the Laboratory has been experimenting with techniques to allow the recording of eye movements during activities like riding a mountain bike, or playing hockey. These techniques might have wide application allowing us to better understand the way we pay attention to the visual world outside the artificial laboratory situation. Further recent work has looked at the effect of whole body vibration on fatigue and well-being showing that even small intervals of vibration may alter our ability to handle tasks. A major feature of the Laboratory is this capacity to innovate in monitoring human and animal activity and physiology. When combined with the range of support from colleagues in the University, we are able to integrate many disciplines to analyse problems in novel ways.

Swinburne Centre for Neuropsychology

Director: Prof Con Stough
Telephone: +61 3 9214 8167
Email: cstough@swin.edu.au
Website: www.swinburne.edu.au/bioscieleceng/neuropsych/

The Swinburne Centre for Neuropsychology was established in 2002 as a strategic initiative of Swinburne University to advance research in the science of Neuropsychology. The Centre is committed to understanding the relationship between neurochemicals and psychological, neuropsychological and physiological functioning in both normal human and clinical populations.

The Centre conducts high quality multidisciplinary applied, theoretical/experimental and clinical research that draws upon a number of scientific disciplines including Psychopharmacology, Organisational Psychology, Neuropsychology, Psychophysiology, and Psychiatry.

The Swinburne Centre for Neuropsychology includes the Organisational Psychology Research Unit, plus study areas in:

- Clinical and Forensic Psychology, Neuropsychology and Psychiatry
- Drugs and Driving
- Mobile Phone Emissions: Psychological and Neural Function
- Herbal and Nutrient Research
- Organisational Psychology (Emotional Intelligence, Occupational Stress)
- Psychological Assessment
- Psychophysiology: Basic and Clinical
- Emotional Intelligence in Schools
### Higher Education Division (Hawthorn/Lilydale)

#### Australian Graduate School of Entrepreneurship (AGSE)

##### Coursework Programs

**Business Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>B270</td>
<td>Graduate Certificate of Business Administration</td>
<td>H</td>
<td>D/E/W</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>B280</td>
<td>Graduate Diploma of Business Administration</td>
<td>H</td>
<td>D/E/W</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>B290</td>
<td>Master of Business Administration (MBA)</td>
<td>H</td>
<td>D/E/W</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>B390</td>
<td>Master of Business Administration (Honours)</td>
<td>H</td>
<td>D/E/W</td>
<td>2 yrs 4 yrs</td>
</tr>
</tbody>
</table>

**Entrepreneurship and Innovation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y072</td>
<td>Graduate Certificate of Entrepreneurship and Innovation</td>
<td>H</td>
<td>E/W</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>Y082</td>
<td>Graduate Diploma of Entrepreneurship and Innovation</td>
<td>H</td>
<td>E/W</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>Y291</td>
<td>Master of Entrepreneurship and Innovation (MEI)</td>
<td>H</td>
<td>E/W</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>Y391</td>
<td>Master of Entrepreneurship and Innovation (Honours)</td>
<td>H</td>
<td>E/W</td>
<td>2 yrs 4 yrs</td>
</tr>
</tbody>
</table>

##### Professional Doctorate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A007</td>
<td>Doctor of Business Administration (DBA)</td>
<td>H</td>
<td>E</td>
<td>2.5 yrs 5 yrs</td>
</tr>
</tbody>
</table>

##### Higher Degrees by Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y001</td>
<td>Doctor of Philosophy (Entrepreneurship and Innovation)</td>
<td>H</td>
<td>D</td>
<td>3.5 yrs 6 yrs</td>
</tr>
</tbody>
</table>

### Faculty of Business and Enterprise

##### Coursework Programs

**Accounting**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A177</td>
<td>Graduate Certificate of Accounting</td>
<td>H</td>
<td>D/W</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>A187</td>
<td>Graduate Diploma of Accounting</td>
<td>H</td>
<td>D/W</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>A197</td>
<td>Master of Accounting (Graduate Entry)</td>
<td>H</td>
<td>D/W</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>A197N</td>
<td>Master of Accounting (Non-Graduate Entry)</td>
<td>H</td>
<td>D/W</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>A197H</td>
<td>Master of Accounting (Honours)</td>
<td>H</td>
<td>D/W</td>
<td>2 yrs 4 yrs</td>
</tr>
</tbody>
</table>

**Human Resource Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>S801BA</td>
<td>Graduate Certificate of Business in Human Resource Mangement</td>
<td>H</td>
<td>E</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>A181</td>
<td>Graduate Diploma of Business in Human Resource Mangement</td>
<td>H</td>
<td>E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>A196</td>
<td>Master of Business in Human Resource Management</td>
<td>H</td>
<td>E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
</tbody>
</table>

**International Business**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A179</td>
<td>Graduate Certificate of Business in International Business</td>
<td>H</td>
<td>E/W</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>A189</td>
<td>Graduate Diploma of Business in International Business</td>
<td>H</td>
<td>E/W</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>A199</td>
<td>Master of Business in International Business</td>
<td>H</td>
<td>E/W</td>
<td>1.5 yrs 3 yrs</td>
</tr>
</tbody>
</table>

**Marketing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A171</td>
<td>Graduate Certificate of Business in Marketing</td>
<td>H</td>
<td>E/W</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>A186</td>
<td>Graduate Diploma of Business in Marketing</td>
<td>H</td>
<td>E/W</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>A195</td>
<td>Master of Business in Marketing</td>
<td>H</td>
<td>E/W</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>A195H</td>
<td>Master of Business (Honours) in Marketing</td>
<td>H</td>
<td>E/W</td>
<td>2 yrs 4 yrs</td>
</tr>
</tbody>
</table>

**Professional Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A172</td>
<td>Graduate Certificate of Business in Professional Practice</td>
<td>H</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
</tr>
</tbody>
</table>

**Research Methodology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A188</td>
<td>Graduate Diploma of Business in Research Methodology</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
</tbody>
</table>

**Strategic Foresight**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>SF100</td>
<td>Graduate Certificate of Science in Strategic Foresight</td>
<td>H</td>
<td>D</td>
<td>n/a 1 yr</td>
</tr>
<tr>
<td>SF200</td>
<td>Graduate Diploma of Science in Strategic Foresight</td>
<td>H</td>
<td>D</td>
<td>n/a 2 yrs</td>
</tr>
<tr>
<td>SF300</td>
<td>Master of Science in Strategic Foresight</td>
<td>H</td>
<td>D</td>
<td>n/a 3 yrs</td>
</tr>
</tbody>
</table>

##### Higher Degrees by Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A193</td>
<td>Master of Business</td>
<td>H</td>
<td>D</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>A003</td>
<td>Doctor of Philosophy</td>
<td>H</td>
<td>D</td>
<td>3.5 yrs 6 yrs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Campus</td>
<td>Study Mode</td>
<td>Course Duration</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>--------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>DMCD32</td>
<td>Graduate Certificate of Design in Communication Design</td>
<td>H, L, P</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>DMCD31</td>
<td>Graduate Diploma of Design in Communication Design</td>
<td>L, P</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>DMCD30</td>
<td>Master of Design in Communication Design</td>
<td>P</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>DMDS31</td>
<td>Graduate Diploma of Design in Design Studies</td>
<td>P</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>DMID31</td>
<td>Graduate Diploma of Design in Industrial Design</td>
<td>P</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>DMID30</td>
<td>Master of Design in Industrial Design</td>
<td>P</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>DMINTD31</td>
<td>Graduate Diploma of Design in Interior Design</td>
<td>P</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>DMINTD30</td>
<td>Master of Design in Interior Design</td>
<td>P</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>DMMD32</td>
<td>Graduate Certificate of Design in Multimedia Design</td>
<td>P</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>DMMD31</td>
<td>Graduate Diploma of Design in Multimedia Design</td>
<td>P</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>DMMD30</td>
<td>Master of Design in Multimedia Design</td>
<td>P</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>DPD90</td>
<td>Professional Doctorate in Design</td>
<td>P</td>
<td>D</td>
<td>3 yrs n/a</td>
</tr>
<tr>
<td>MD90</td>
<td>Master of Design</td>
<td>P</td>
<td>D</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>DD90</td>
<td>Doctor of Philosophy</td>
<td>P</td>
<td>D</td>
<td>3 yrs 6 yrs</td>
</tr>
</tbody>
</table>

**Faculty of Engineering and Industrial Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MF94</td>
<td>Graduate Certificate of Technology in Air Transportation Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 1 yr</td>
<td>64</td>
</tr>
<tr>
<td>MF95</td>
<td>Graduate Diploma of Technology in Air Transportation Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 2 yrs</td>
<td>64</td>
</tr>
<tr>
<td>MF96</td>
<td>Master of Technology Management in Air Transportation Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 3 yrs</td>
<td>64</td>
</tr>
<tr>
<td>MF97</td>
<td>Graduate Certificate of Technology in Airport Planning, Operation and Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 1 yr</td>
<td>65</td>
</tr>
<tr>
<td>MF98</td>
<td>Graduate Diploma of Technology in Airport Planning, Operation and Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 2 yrs</td>
<td>65</td>
</tr>
<tr>
<td>MF99</td>
<td>Master of Technology Management in Airport Planning, Operation and Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 3 yrs</td>
<td>65</td>
</tr>
<tr>
<td>M094</td>
<td>Graduate Certificate of Technology in Aviation Human Factors</td>
<td>H</td>
<td>Distance</td>
<td>n/a 1 yr</td>
<td>66</td>
</tr>
<tr>
<td>M095</td>
<td>Graduate Diploma of Technology in Aviation Human Factors</td>
<td>H</td>
<td>Distance</td>
<td>n/a 2 yrs</td>
<td>66</td>
</tr>
<tr>
<td>M096</td>
<td>Master of Technology Management in Aviation Human Factors</td>
<td>H</td>
<td>Distance</td>
<td>n/a 3 yrs</td>
<td>66</td>
</tr>
<tr>
<td>C062</td>
<td>Graduate Certificate of Technology in Construction Management</td>
<td>H</td>
<td>Distance</td>
<td>0.5 yr 1 yr</td>
<td>67</td>
</tr>
<tr>
<td>C082</td>
<td>Graduate Diploma of Technology in Construction Management</td>
<td>H</td>
<td>Distance</td>
<td>1 yr 2 yrs</td>
<td>67</td>
</tr>
<tr>
<td>C092</td>
<td>Master of Technology Management in Construction Management</td>
<td>H</td>
<td>Distance</td>
<td>1.5 yrs 3 yrs</td>
<td>67</td>
</tr>
<tr>
<td>M073</td>
<td>Graduate Certificate of Engineering in Industrial Engineering</td>
<td>H</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
<td>68</td>
</tr>
<tr>
<td>M074</td>
<td>Graduate Diploma of Engineering in Industrial Engineering</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
<td>68</td>
</tr>
<tr>
<td>M075</td>
<td>Master of Engineering in Industrial Engineering</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
<td>68</td>
</tr>
<tr>
<td>M076</td>
<td>Master of Engineering (Honours) in Industrial Engineering</td>
<td>H</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
<td>68</td>
</tr>
<tr>
<td>C086</td>
<td>Graduate Certificate of Technology in Logistics</td>
<td>H</td>
<td>Distance</td>
<td>n/a 1 yr</td>
<td>68</td>
</tr>
<tr>
<td>C076</td>
<td>Graduate Diploma of Technology in Logistics</td>
<td>H</td>
<td>Distance</td>
<td>n/a 2 yrs</td>
<td>68</td>
</tr>
<tr>
<td>C086</td>
<td>Master of Technology Management in Logistics</td>
<td>H</td>
<td>Distance</td>
<td>n/a 3 yrs</td>
<td>68</td>
</tr>
</tbody>
</table>
### Manufacturing Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRAMT1</td>
<td>Graduate Certificate of Engineering in Advanced Manufacturing Technology</td>
<td>H</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>IRAMT2</td>
<td>Graduate Diploma of Engineering in Advanced Manufacturing Technology</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>IRAMT3</td>
<td>Master of Engineering in Advanced Manufacturing Technology</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>IRAMT4</td>
<td>Master of Engineering (Honours) in Advanced Manufacturing Technology</td>
<td>H</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
</tbody>
</table>

### Metrology and Quality

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRMQ1</td>
<td>Graduate Certificate of Engineering in Metrology and Quality</td>
<td>H</td>
<td>Distance</td>
<td>0.5 yr 1 yr</td>
</tr>
</tbody>
</table>

### Microsystem Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRMICR1</td>
<td>Graduate Certificate of Engineering in Microsystem Technology</td>
<td>H/External</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>IRMICR2</td>
<td>Graduate Diploma of Engineering in Microsystem Technology</td>
<td>H/External</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>IRMICR3</td>
<td>Master of Engineering in Microsystem Technology</td>
<td>H/External</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>IRMICR4</td>
<td>Master of Engineering (Honours) in Microsystem Technology</td>
<td>H/External</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
</tbody>
</table>

### Risk Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>M077</td>
<td>Graduate Certificate of Technology in Risk Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 1 yr</td>
</tr>
<tr>
<td>M087</td>
<td>Graduate Diploma of Technology in Risk Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 2 yrs</td>
</tr>
<tr>
<td>M097</td>
<td>Master of Technology in Risk Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a 3 yrs</td>
</tr>
</tbody>
</table>

### Higher Degrees by Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y097</td>
<td>Master of Engineering (Electrical Engineering)</td>
<td>H</td>
<td>D</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>Y087</td>
<td>Doctor of Philosophy (Electrical Engineering)</td>
<td>H</td>
<td>D</td>
<td>3.5 yrs 6 yrs</td>
</tr>
</tbody>
</table>

### Faculty of Information and Communication Technologies

#### Coursework Programs

#### Astronomy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>S048</td>
<td>Graduate Certificate of Science in Astronomy</td>
<td>n/a</td>
<td>Online</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>S058</td>
<td>Graduate Diploma of Science in Astronomy</td>
<td>n/a</td>
<td>Online</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>S068</td>
<td>Master of Science in Astronomy</td>
<td>n/a</td>
<td>Online</td>
<td>1.5 yrs 3 yrs</td>
</tr>
</tbody>
</table>

#### Computing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I095</td>
<td>Master of Science in Computing</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>I096</td>
<td>Master of Science (Honours) in Computing</td>
<td>H</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
</tbody>
</table>

#### Information Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A075</td>
<td>Graduate Certificate in Information Systems</td>
<td>H</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>A097</td>
<td>Master of Information Systems</td>
<td>H</td>
<td>D/E</td>
<td>n/a 3 yrs</td>
</tr>
<tr>
<td>A098</td>
<td>Master of Information Systems / Master of Business Administration</td>
<td>H</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
</tbody>
</table>

#### Information Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I071</td>
<td>Graduate Certificate of Information Technology</td>
<td>H</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>I080</td>
<td>Graduate Diploma of Information Technology</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>I091</td>
<td>Master of Information Technology</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>I093</td>
<td>Master of Information Technology in Information Systems</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>I097</td>
<td>Master of Information Technology in Information Technology Management</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>I094</td>
<td>Master of Information Technology in Internet Computing</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>I092</td>
<td>Master of Information Technology in Software Engineering</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>I064</td>
<td>Master of Technology in Information Systems</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>I061</td>
<td>Master of Technology in Information Technology</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>I065</td>
<td>Master of Technology in Information Technology Management</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>I062</td>
<td>Master of Technology in Internet Computing</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>I063</td>
<td>Master of Technology in Software Engineering</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
</tbody>
</table>

#### Network Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>S049</td>
<td>Graduate Certificate of Science in Network Systems</td>
<td>H</td>
<td>D/E</td>
<td>0.5 yr 1 yr</td>
</tr>
<tr>
<td>S059</td>
<td>Graduate Diploma of Science in Network Systems</td>
<td>H</td>
<td>D/E</td>
<td>1 yr 2 yrs</td>
</tr>
<tr>
<td>S069</td>
<td>Master of Science in Network Systems</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs 3 yrs</td>
</tr>
<tr>
<td>S089</td>
<td>Master of Science (Honours) in Network Systems</td>
<td>H</td>
<td>D/E</td>
<td>2 yrs 4 yrs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Campus</td>
<td>Study Mode</td>
<td>Course Duration</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>S079</td>
<td>Master of Information Technology in Network Systems</td>
<td>H, D/E</td>
<td>2 yrs</td>
<td>4 yrs</td>
</tr>
<tr>
<td>I190</td>
<td>Master of Engineering (Information Technology)</td>
<td>H</td>
<td>D</td>
<td>2 yrs</td>
</tr>
<tr>
<td>I001</td>
<td>Doctor of Philosophy (Information Technology)</td>
<td>H</td>
<td>D</td>
<td>3.5 yrs</td>
</tr>
</tbody>
</table>

### Higher Degrees by Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I190</td>
<td>Master of Engineering (Information Technology)</td>
<td>H</td>
<td>D</td>
<td>2 yrs</td>
<td>85</td>
</tr>
<tr>
<td>I001</td>
<td>Doctor of Philosophy (Information Technology)</td>
<td>H</td>
<td>D</td>
<td>3.5 yrs</td>
<td>85</td>
</tr>
</tbody>
</table>

### Faculty of Life and Social Sciences

#### Coursework Programs

##### Applied Media

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N070</td>
<td>Graduate Certificate of Arts in Applied Media</td>
<td>H</td>
<td>E</td>
<td>n/a</td>
<td>86</td>
</tr>
<tr>
<td>N0804</td>
<td>Graduate Diploma of Arts in Applied Media</td>
<td>H</td>
<td>D/E</td>
<td>1 yr</td>
<td>86</td>
</tr>
<tr>
<td>N0907</td>
<td>Master of Arts in Applied Media</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs</td>
<td>86</td>
</tr>
</tbody>
</table>

##### Applied Statistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z191</td>
<td>Graduate Certificate of Science in Applied Statistics</td>
<td>H</td>
<td>D/E/Distance</td>
<td>0.5 yr</td>
<td>87</td>
</tr>
<tr>
<td>Z192</td>
<td>Graduate Diploma of Science in Applied Statistics</td>
<td>H</td>
<td>D/E/Distance</td>
<td>1 yr</td>
<td>87</td>
</tr>
<tr>
<td>Z193</td>
<td>Master of Science in Applied Statistics</td>
<td>H</td>
<td>D/E</td>
<td>1.5 yrs</td>
<td>87</td>
</tr>
</tbody>
</table>

##### Clinical Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N0912</td>
<td>Master of Psychology in Clinical Psychology</td>
<td>H</td>
<td>E</td>
<td>n/a</td>
<td>88</td>
</tr>
</tbody>
</table>

##### Commercial Radio

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N095</td>
<td>Master of Arts in Communications</td>
<td>H</td>
<td>E</td>
<td>1.5 yrs</td>
<td>89</td>
</tr>
</tbody>
</table>

##### Counselling Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N0904</td>
<td>Master of Psychology in Counselling Psychology</td>
<td>H</td>
<td>E</td>
<td>n/a</td>
<td>90</td>
</tr>
</tbody>
</table>

##### Family Therapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N0811</td>
<td>Graduate Diploma of Social Science in Family Therapy</td>
<td>External venue</td>
<td>D/E/W</td>
<td>n/a</td>
<td>91</td>
</tr>
</tbody>
</table>

##### Housing Management and Policy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N079</td>
<td>Graduate Certificate of Social Science in Housing Management and Policy</td>
<td>H</td>
<td>Distance</td>
<td>n/a</td>
<td>91</td>
</tr>
<tr>
<td>N0807</td>
<td>Graduate Diploma of Social Science in Housing Management and Policy</td>
<td>H</td>
<td>Distance</td>
<td>n/a</td>
<td>91</td>
</tr>
<tr>
<td>N0903</td>
<td>Master of Social Science in Housing Management and Policy</td>
<td>H</td>
<td>Distance</td>
<td>n/a</td>
<td>91</td>
</tr>
</tbody>
</table>

##### Human Services - Counselling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N0705</td>
<td>Graduate Certificate of Social Science in Human Services - Counselling</td>
<td>H</td>
<td>E</td>
<td>n/a</td>
<td>92</td>
</tr>
<tr>
<td>N0805</td>
<td>Graduate Diploma of Social Science in Human Services - Counselling</td>
<td>H</td>
<td>E</td>
<td>n/a</td>
<td>92</td>
</tr>
</tbody>
</table>

##### Integrative Medicine

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSIM 1</td>
<td>Graduate Certificate of Integrative Medicine</td>
<td>H</td>
<td>E/Distance/Online</td>
<td>n/a</td>
<td>93</td>
</tr>
<tr>
<td>GSIM 2</td>
<td>Graduate Diploma of Integrative Medicine</td>
<td>H</td>
<td>E/Distance/Online</td>
<td>n/a</td>
<td>93</td>
</tr>
</tbody>
</table>

##### Mind-Body Medicine

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSIM 5</td>
<td>Graduate Certificate of Integrative Medicine in Mind-Body Medicine</td>
<td>H</td>
<td>E/Distance/Online</td>
<td>n/a</td>
<td>94</td>
</tr>
<tr>
<td>GSIM 6</td>
<td>Graduate Diploma of Integrative Medicine in Mind-Body Medicine</td>
<td>H</td>
<td>E/Distance/Online</td>
<td>n/a</td>
<td>94</td>
</tr>
</tbody>
</table>

##### Multimedia

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>J076</td>
<td>Graduate Certificate of Multimedia</td>
<td>H</td>
<td>E/W</td>
<td>0.5 yr</td>
<td>94</td>
</tr>
<tr>
<td>J086</td>
<td>Graduate Diploma of Multimedia</td>
<td>H</td>
<td>E/W</td>
<td>1 yr</td>
<td>94</td>
</tr>
<tr>
<td>J096</td>
<td>Master of Multimedia</td>
<td>H</td>
<td>E/W</td>
<td>1.5 yrs</td>
<td>94</td>
</tr>
<tr>
<td>J100</td>
<td>Master of Multimedia (Honours)</td>
<td>H</td>
<td>E/W</td>
<td>2 yrs</td>
<td>94</td>
</tr>
<tr>
<td>J106</td>
<td>Master of Multimedia Technology</td>
<td>H</td>
<td>E/W</td>
<td>2 yrs</td>
<td>94</td>
</tr>
</tbody>
</table>

##### Nutritional and Environmental Medicine

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSIM 3</td>
<td>Graduate Certificate of Nutritional and Environmental Medicine</td>
<td>H</td>
<td>D/Distance/Online</td>
<td>n/a</td>
<td>97</td>
</tr>
<tr>
<td>GSIM 4</td>
<td>Graduate Diploma of Nutritional and Environmental Medicine</td>
<td>H</td>
<td>D/Distance/Online</td>
<td>n/a</td>
<td>97</td>
</tr>
</tbody>
</table>

##### Philanthropy and Social Investment

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP170</td>
<td>Graduate Certificate of Social Science in Philanthropy and Social Investment</td>
<td>H</td>
<td>D</td>
<td>0.5 yr</td>
<td>97</td>
</tr>
<tr>
<td>NP180</td>
<td>Graduate Diploma of Social Science in Philanthropy and Social Investment</td>
<td>H</td>
<td>D</td>
<td>1 yr</td>
<td>97</td>
</tr>
<tr>
<td>NP190</td>
<td>Master of Social Science in Philanthropy and Social Investment</td>
<td>H</td>
<td>D</td>
<td>2 yrs</td>
<td>97</td>
</tr>
</tbody>
</table>

##### Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N0812</td>
<td>Postgraduate Diploma of Psychology</td>
<td>H</td>
<td>D/E</td>
<td>1 yr</td>
<td>98</td>
</tr>
</tbody>
</table>
## Postgraduate Courses Chart

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N0750</td>
<td>Graduate Certificate of Social Science in Technical Communication</td>
<td>H</td>
<td>E</td>
<td>n/a</td>
<td>1 yr</td>
</tr>
<tr>
<td>N0850</td>
<td>Graduate Diploma of Social Science in Technical Communication</td>
<td>H</td>
<td>E</td>
<td>n/a</td>
<td>2 yrs</td>
</tr>
</tbody>
</table>

### Professional Doctorates

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N012</td>
<td>Professional Doctorate of Psychology in Clinical Psychology</td>
<td>H</td>
<td>D/E</td>
<td>4 yrs</td>
<td>n/a</td>
</tr>
<tr>
<td>N008</td>
<td>Professional Doctorate of Psychology in Counselling Psychology</td>
<td>H</td>
<td>D/E</td>
<td>4 yrs</td>
<td>8 yrs</td>
</tr>
</tbody>
</table>

### Higher Degrees by Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>N090</td>
<td>Master of Arts</td>
<td>H</td>
<td>D/E</td>
<td>2 yrs</td>
<td>4 yrs</td>
</tr>
<tr>
<td>Z200</td>
<td>Master of Science</td>
<td>H</td>
<td>D/E</td>
<td>2 yrs</td>
<td>4 yrs</td>
</tr>
<tr>
<td>N001</td>
<td>Doctor of Philosophy (Arts)</td>
<td>H</td>
<td>D/E</td>
<td>3.5 yrs</td>
<td>6 yrs</td>
</tr>
<tr>
<td>BSE11</td>
<td>Doctor of Philosophy (Biomedical Instrumentation)</td>
<td>H</td>
<td>D</td>
<td>2 yrs</td>
<td>4 yrs</td>
</tr>
<tr>
<td>2002</td>
<td>Doctor of Philosophy (Science)</td>
<td>H</td>
<td>D/E</td>
<td>3.5 yrs</td>
<td>6 yrs</td>
</tr>
</tbody>
</table>

### Swinburne, Lilydale

#### eBusiness and Communication

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>L075</td>
<td>Graduate Certificate of Business in eBusiness and Communication</td>
<td>L</td>
<td>D/W/Online</td>
<td>0.5 yr</td>
<td>1 yr</td>
</tr>
<tr>
<td>L082</td>
<td>Graduate Diploma of Business in eBusiness and Communication</td>
<td>L</td>
<td>D/W/Online</td>
<td>1 yr</td>
<td>2 yrs</td>
</tr>
<tr>
<td>L085</td>
<td>Master of Business in eBusiness and Communication</td>
<td>L</td>
<td>D/W/Online</td>
<td>1.5 yrs</td>
<td>3 yrs</td>
</tr>
<tr>
<td>L086</td>
<td>Master of Business (Honours) in eBusiness and Communication</td>
<td>L</td>
<td>D/W/Online</td>
<td>2 yrs</td>
<td>4 yrs</td>
</tr>
</tbody>
</table>

#### Psychological Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>L083</td>
<td>Graduate Diploma of Social Science in Psychological Studies</td>
<td>L</td>
<td>D</td>
<td>n/a</td>
<td>3 yrs</td>
</tr>
</tbody>
</table>

#### Writing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>L071</td>
<td>Graduate Certificate of Arts in Writing</td>
<td>L</td>
<td>Online</td>
<td>0.5 yr</td>
<td>1 yr</td>
</tr>
<tr>
<td>L079</td>
<td>Graduate Diploma of Arts in Writing</td>
<td>L</td>
<td>Online</td>
<td>1 yr</td>
<td>2 yrs</td>
</tr>
<tr>
<td>L084</td>
<td>Master of Arts in Writing</td>
<td>L</td>
<td>Online</td>
<td>1.5 yrs</td>
<td>3 yrs</td>
</tr>
</tbody>
</table>

### Higher Degrees by Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>L088</td>
<td>Master of Technology</td>
<td>L</td>
<td>D</td>
<td>2 yrs</td>
<td>4 yrs</td>
</tr>
</tbody>
</table>
### Swinburne TAFE Division

#### TAFE School of Arts, Hospitality and Sciences

**International Disaster Management Centre (IDMC)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>S0046GCDIS</td>
<td>Graduate Certificate in Disaster Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a</td>
<td>106</td>
</tr>
<tr>
<td>S0046GDDIS</td>
<td>Graduate Diploma in Disaster Management</td>
<td>H</td>
<td>Distance</td>
<td>n/a</td>
<td>106</td>
</tr>
</tbody>
</table>

**National Centre for Sustainability**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>21545VIC</td>
<td>Graduate Certificate in Sustainability</td>
<td>H</td>
<td>Online</td>
<td>n/a</td>
<td>107</td>
</tr>
</tbody>
</table>

#### TAFE School of Business and eCommerce

**Applied Business**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0046GAB</td>
<td>Graduate Certificate in Business in Applied Business</td>
<td>H</td>
<td>E</td>
<td>0.5 yr</td>
<td>108</td>
</tr>
</tbody>
</table>

**Executive Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0046BEAA</td>
<td>Graduate Certificate of Business in Executive Administration</td>
<td>P</td>
<td>W/Online</td>
<td>n/a</td>
<td>108</td>
</tr>
</tbody>
</table>

**Human Resource Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>S8018A</td>
<td>Graduate Certificate of Business in Human Resource Management</td>
<td>H</td>
<td>E</td>
<td>0.5 yr</td>
<td>109</td>
</tr>
</tbody>
</table>

**Project Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0046BPM</td>
<td>Graduate Certificate of Business in Project Management</td>
<td>H</td>
<td>E</td>
<td>0.5 yr</td>
<td>109</td>
</tr>
</tbody>
</table>

**Quality Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0046QLM</td>
<td>Graduate Certificate in Quality Management</td>
<td>H</td>
<td>E</td>
<td>0.5 yr</td>
<td>110</td>
</tr>
</tbody>
</table>

**Small Business Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0046SBUS</td>
<td>Graduate Certificate of Business in Small Business Management</td>
<td>H</td>
<td>E</td>
<td>0.5 yr</td>
<td>110</td>
</tr>
</tbody>
</table>

**Supply Chain Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0046SUPP</td>
<td>Graduate Certificate of Business in Supply Chain Management</td>
<td>H</td>
<td>E</td>
<td>0.5 yr</td>
<td>110</td>
</tr>
</tbody>
</table>

#### TAFE School of Social Sciences

**Male Family Violence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>G0046FAMV2</td>
<td>Graduate Certificate of Social Science in Male Family Violence</td>
<td>H/External venue</td>
<td>D</td>
<td>n/a</td>
<td>1 yr</td>
</tr>
</tbody>
</table>

**Prenatal and Postnatal Family Support**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Campus</th>
<th>Study Mode</th>
<th>Course Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0046PNFS</td>
<td>Graduate Certificate of Social Science in Prenatal and Postnatal Family Support</td>
<td>P</td>
<td>E</td>
<td>n/a</td>
<td>111</td>
</tr>
</tbody>
</table>
## Postgraduate Awards Chart

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Generic Abbreviation</th>
<th>Alternative Abbreviation (including discipline/specialisation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0046GAB</td>
<td>Graduate Certificate in Business in Applied Business</td>
<td>GradCertBus(Applied Business)</td>
<td></td>
</tr>
<tr>
<td>S0046GCDIS</td>
<td>Graduate Certificate in Disaster Management</td>
<td>GradCertDisMgt</td>
<td></td>
</tr>
<tr>
<td>A075</td>
<td>Graduate Certificate in Information Systems</td>
<td>GradCertInSys</td>
<td></td>
</tr>
<tr>
<td>0046QHM</td>
<td>Graduate Certificate in Quality Management</td>
<td>GradCert(Quality Management)</td>
<td></td>
</tr>
<tr>
<td>21545VIC</td>
<td>Graduate Certificate in Sustainability</td>
<td>GradCert(Sustainability)</td>
<td></td>
</tr>
<tr>
<td>A177</td>
<td>Graduate Certificate of Accounting</td>
<td>GradCertAcc</td>
<td></td>
</tr>
<tr>
<td>N070</td>
<td>Graduate Certificate of Arts in Applied Media</td>
<td>GradCertA(Applied Media)</td>
<td></td>
</tr>
<tr>
<td>L071</td>
<td>Graduate Certificate of Arts in Writing</td>
<td>GradCertA(Writing)</td>
<td></td>
</tr>
<tr>
<td>B270</td>
<td>Graduate Certificate of Business Administration</td>
<td>GradCertBA</td>
<td></td>
</tr>
<tr>
<td>L075</td>
<td>Graduate Certificate of Business in eBusiness and Communication</td>
<td>GradCertBus(eBusiness and Communication)</td>
<td></td>
</tr>
<tr>
<td>0046BEAA</td>
<td>Graduate Certificate of Business in Executive Administration</td>
<td>GradCertBus(Executive Administration)</td>
<td></td>
</tr>
<tr>
<td>S801BA</td>
<td>Graduate Certificate of Business in Human Resource Management</td>
<td>GradCertBus(Human Resource Management)</td>
<td></td>
</tr>
<tr>
<td>A179</td>
<td>Graduate Certificate of Business in International Business</td>
<td>GradCertBus(International Business)</td>
<td></td>
</tr>
<tr>
<td>A171</td>
<td>Graduate Certificate of Business in Marketing</td>
<td>GradCertBus(Marketing)</td>
<td></td>
</tr>
<tr>
<td>A172</td>
<td>Graduate Certificate of Business in Professional Practice</td>
<td>GradCertBus(Professional Practice)</td>
<td></td>
</tr>
<tr>
<td>0046BPM</td>
<td>Graduate Certificate of Business in Project Management</td>
<td>GradCertBus(Project Management)</td>
<td></td>
</tr>
<tr>
<td>0046BUS</td>
<td>Graduate Certificate of Business in Small Business Management</td>
<td>GradCertBus(Small Business Management)</td>
<td></td>
</tr>
<tr>
<td>0046SUPP</td>
<td>Graduate Certificate of Business in Supply Chain Management</td>
<td>GradCertBus(Supply Chain Management)</td>
<td></td>
</tr>
<tr>
<td>DM CD32</td>
<td>Graduate Certificate of Design in Communication Design</td>
<td>GradCertDes(Communication Design)</td>
<td></td>
</tr>
<tr>
<td>DM M D32</td>
<td>Graduate Certificate of Design in Multimedia Design</td>
<td>GradCertDes(Multimedia Design)</td>
<td></td>
</tr>
<tr>
<td>IRAM T1</td>
<td>Graduate Certificate of Engineering in Advanced Manufacturing Technology</td>
<td>GradCertEng(Advanced Manufacturing Technology)</td>
<td></td>
</tr>
<tr>
<td>M073</td>
<td>Graduate Certificate of Engineering in Industrial Engineering</td>
<td>GradCertEng(Industrial Engineering)</td>
<td></td>
</tr>
<tr>
<td>IRM Q1</td>
<td>Graduate Certificate of Engineering in Metrology and Quality</td>
<td>GradCertEng(Metrology and Quality)</td>
<td></td>
</tr>
<tr>
<td>IRM1CR1</td>
<td>Graduate Certificate of Engineering in Microsystem Technology</td>
<td>GradCertEng(Microsystem Technology)</td>
<td></td>
</tr>
<tr>
<td>Y072</td>
<td>Graduate Certificate of Entrepreneurship and Innovation</td>
<td>GradCertEI</td>
<td></td>
</tr>
<tr>
<td>L071</td>
<td>Graduate Certificate of Information Technology</td>
<td>GradCertInfTech</td>
<td></td>
</tr>
<tr>
<td>GSIM 1</td>
<td>Graduate Certificate of Integrative Medicine</td>
<td>GradCertIntegMed</td>
<td></td>
</tr>
<tr>
<td>GSIM 5</td>
<td>Graduate Certificate of Integrative Medicine in Mind-Body Medicine</td>
<td>GradCertIntegMed(Mind-Body Medicine)</td>
<td></td>
</tr>
<tr>
<td>J076</td>
<td>Graduate Certificate of Multimedia</td>
<td>GradCertMM</td>
<td></td>
</tr>
<tr>
<td>GSIM 3</td>
<td>Graduate Certificate of Nutritional and Environmental Medicine</td>
<td>GradCertNutr&amp; EnvMed</td>
<td></td>
</tr>
<tr>
<td>Z911</td>
<td>Graduate Certificate of Science in Applied Statistics</td>
<td>GradCertSc(Applied Statistics)</td>
<td></td>
</tr>
<tr>
<td>S048</td>
<td>Graduate Certificate of Science in Astronomy</td>
<td>GradCertSc(Astronomy)</td>
<td></td>
</tr>
<tr>
<td>S049</td>
<td>Graduate Certificate of Science in Network Systems</td>
<td>GradCertSc(Network Systems)</td>
<td></td>
</tr>
<tr>
<td>SF100</td>
<td>Graduate Certificate of Science in Strategic Foresight</td>
<td>GradCertSc(STRATEGIC FORESIGHT)</td>
<td></td>
</tr>
<tr>
<td>N079</td>
<td>Graduate Certificate of Social Science in Housing Management and Policy</td>
<td>GradCertSc(Housing Management and Policy)</td>
<td></td>
</tr>
<tr>
<td>N0705</td>
<td>Graduate Certificate of Social Science in Human Services - Counselling</td>
<td>GradCertSc(Human Services - Counselling)</td>
<td></td>
</tr>
<tr>
<td>G0046FAMV2</td>
<td>Graduate Certificate of Social Science in Male Family Violence</td>
<td>GradCertSc(Male Family Violence)</td>
<td></td>
</tr>
<tr>
<td>NP170</td>
<td>Graduate Certificate of Social Science in Philanthropy and Social Investment</td>
<td>GradCertSc(Philanthropy and Social Investment)</td>
<td></td>
</tr>
<tr>
<td>0046PNPS</td>
<td>Graduate Certificate of Social Science in Prenatal and Postnatal Family Support</td>
<td>GradCertSc(Prenatal and Postnatal Family Support)</td>
<td></td>
</tr>
<tr>
<td>N0750</td>
<td>Graduate Certificate of Social Science in Technical Communication</td>
<td>GradCertSc(Technical Communication)</td>
<td></td>
</tr>
<tr>
<td>MF94</td>
<td>Graduate Certificate of Technology in Air Transportation Management</td>
<td>GradCertTech(Air Transportation Management)</td>
<td></td>
</tr>
<tr>
<td>MF97</td>
<td>Graduate Certificate of Technology in Airport Planning, Operation and Management</td>
<td>GradCertTech(Airport Planning, Operation and Management)</td>
<td></td>
</tr>
<tr>
<td>M094</td>
<td>Graduate Certificate of Technology in Aviation Human Factors</td>
<td>GradCertTech(Aviation Human Factors)</td>
<td></td>
</tr>
<tr>
<td>C062</td>
<td>Graduate Certificate of Technology in Construction Management</td>
<td>GradCertTech(Construction Management)</td>
<td></td>
</tr>
<tr>
<td>C066</td>
<td>Graduate Certificate of Technology in Logistics</td>
<td>GradCertTech(Logistics)</td>
<td></td>
</tr>
<tr>
<td>M077</td>
<td>Graduate Certificate of Technology in Risk Management</td>
<td>GradCertTech(Risk Management)</td>
<td></td>
</tr>
<tr>
<td>S0046GCDIS</td>
<td>Graduate Diploma in Disaster Management</td>
<td>GradDipDisMgt</td>
<td></td>
</tr>
<tr>
<td>A187</td>
<td>Graduate Diploma of Accounting</td>
<td>GradDipAcc</td>
<td></td>
</tr>
<tr>
<td>N0804</td>
<td>Graduate Diploma of Arts in Applied Media</td>
<td>GradDipA(Applied Media)</td>
<td></td>
</tr>
<tr>
<td>N061</td>
<td>Graduate Diploma of Arts in Commercial Radio</td>
<td>GradDipA(Commercial Radio)</td>
<td></td>
</tr>
<tr>
<td>L079</td>
<td>Graduate Diploma of Arts in Writing</td>
<td>GradDipA(Writing)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Generic Abbreviation</td>
<td>Alternative Abbreviation (including discipline/specialisation)</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>B280</td>
<td>Graduate Diploma of Business Administration</td>
<td>GradDipBA</td>
<td>GradDipBA</td>
</tr>
<tr>
<td>L082</td>
<td>Graduate Diploma of Business in eBusiness and Communication</td>
<td>GradDipBus</td>
<td>GradDipBus(eBusiness and Communication)</td>
</tr>
<tr>
<td>A189</td>
<td>Graduate Diploma of Business in International Business</td>
<td>GradDipBus</td>
<td>GradDipBus(International Business)</td>
</tr>
<tr>
<td>A186</td>
<td>Graduate Diploma of Business in Marketing</td>
<td>GradDipBus</td>
<td>GradDipBus(Marketing)</td>
</tr>
<tr>
<td>A188</td>
<td>Graduate Diploma of Business in Research Methodology</td>
<td>GradDipBus</td>
<td>GradDipBus(Research Methodology)</td>
</tr>
<tr>
<td>DM CD31</td>
<td>Graduate Diploma of Design in Communication Design</td>
<td>GradDipDes</td>
<td>GradDipDes(Communication Design)</td>
</tr>
<tr>
<td>DM DS31</td>
<td>Graduate Diploma of Design in Design Studies</td>
<td>GradDipDes</td>
<td>GradDipDes(Design Studies)</td>
</tr>
<tr>
<td>DM ID31</td>
<td>Graduate Diploma of Design in Industrial Design</td>
<td>GradDipDes</td>
<td>GradDipDes(Industrial Design)</td>
</tr>
<tr>
<td>DM INTD31</td>
<td>Graduate Diploma of Design in Interior Design</td>
<td>GradDipDes</td>
<td>GradDipDes(Interior Design)</td>
</tr>
<tr>
<td>DM M D31</td>
<td>Graduate Diploma of Design in Multimedia Design</td>
<td>GradDipDes</td>
<td>GradDipDes(Multimedia Design)</td>
</tr>
<tr>
<td>Y082</td>
<td>Graduate Diploma of Entrepreneurship and Innovation</td>
<td>GradDiplEd</td>
<td>GradDiplEd</td>
</tr>
<tr>
<td>IR AM T2</td>
<td>Graduate Diploma of Engineering in Advanced Manufacturing Technology</td>
<td>GradDiplEng</td>
<td>GradDiplEng(Advanced Manufacturing Technology)</td>
</tr>
<tr>
<td>M 074</td>
<td>Graduate Diploma of Engineering in Industrial Engineering</td>
<td>GradDiplEng</td>
<td>GradDiplEng(Industrial Engineering)</td>
</tr>
<tr>
<td>IR MCRK2</td>
<td>Graduate Diploma of Engineering in Microsystem Technology</td>
<td>GradDiplEng</td>
<td>GradDiplEng(Microsystem Technology)</td>
</tr>
<tr>
<td>I080</td>
<td>Graduate Diploma of Information Technology</td>
<td>GradDiplInfTech</td>
<td>GradDiplInfTech</td>
</tr>
<tr>
<td>GS IM 2</td>
<td>Graduate Diploma of Integrative Medicine</td>
<td>GradDiplIntegMed</td>
<td>GradDiplIntegMed</td>
</tr>
<tr>
<td>GS IM 6</td>
<td>Graduate Diploma of Integrative Medicine in Mind-Body Medicine</td>
<td>GradDiplIntegMed( MBM)</td>
<td>GradDiplIntegMed(MBM)</td>
</tr>
<tr>
<td>J 086</td>
<td>Graduate Diploma of Multimedia</td>
<td>GradDiplM</td>
<td>GradDiplM</td>
</tr>
<tr>
<td>GS IM 4</td>
<td>Graduate Diploma of Nutritional and Environmental Medicine</td>
<td>GradDiplNutr &amp; EnvMed</td>
<td>GradDiplNutr &amp; EnvMed</td>
</tr>
<tr>
<td>Z192</td>
<td>Graduate Diploma of Science in Applied Statistics</td>
<td>GradDiplSc</td>
<td>GradDiplSc(Applied Statistics)</td>
</tr>
<tr>
<td>S 058</td>
<td>Graduate Diploma of Science in Astronomy</td>
<td>GradDiplSc</td>
<td>GradDiplSc(Astronomy)</td>
</tr>
<tr>
<td>S 059</td>
<td>Graduate Diploma of Science in Network Systems</td>
<td>GradDiplSc</td>
<td>GradDiplSc(Network Systems)</td>
</tr>
<tr>
<td>S F200</td>
<td>Graduate Diploma of Science in Strategic Foresight</td>
<td>GradDiplSc</td>
<td>GradDiplSc( Strategic Foresight)</td>
</tr>
<tr>
<td>N 0811</td>
<td>Graduate Diploma of Social Science in Family Therapy</td>
<td>GradDiplSocSc</td>
<td>GradDiplSocSc(Family Therapy)</td>
</tr>
<tr>
<td>N 0807</td>
<td>Graduate Diploma of Social Science in Housing Management and Policy</td>
<td>GradDiplSocSc</td>
<td>GradDiplSocSc(Housing Management and Policy)</td>
</tr>
<tr>
<td>N 0805</td>
<td>Graduate Diploma of Social Science in Human Services – Counselling</td>
<td>GradDiplSocSc</td>
<td>GradDiplSocSc(Human Services – Counselling)</td>
</tr>
<tr>
<td>NK 180</td>
<td>Graduate Diploma of Social Science in Philanthropy and Social Investment</td>
<td>GradDiplSocSc</td>
<td>GradDiplSocSc(Philanthropy and Social Investment)</td>
</tr>
<tr>
<td>L 083</td>
<td>Graduate Diploma of Social Science in Psychological Studies</td>
<td>GradDiplSocSc</td>
<td>GradDiplSocSc(Psychological Studies)</td>
</tr>
<tr>
<td>N 0850</td>
<td>Graduate Diploma of Social Science in Technical Communication</td>
<td>GradDiplSocSc</td>
<td>GradDiplSocSc(Technical Communication)</td>
</tr>
<tr>
<td>M F 95</td>
<td>Graduate Diploma of Technology in Air Transportation Management</td>
<td>GradDiplTech</td>
<td>GradDiplTech(Air Transportation Management)</td>
</tr>
<tr>
<td>M F 98</td>
<td>Graduate Diploma of Technology in Airport Planning, Operation and Management</td>
<td>GradDiplTech</td>
<td>GradDiplTech(Airport Planning, Operation and Management)</td>
</tr>
<tr>
<td>M 0 95</td>
<td>Graduate Diploma of Technology in Aviation Human Factors</td>
<td>GradDiplTech</td>
<td>GradDiplTech(Aviation Human Factors)</td>
</tr>
<tr>
<td>C 082</td>
<td>Graduate Diploma of Technology in Construction Management</td>
<td>GradDiplTech</td>
<td>GradDiplTech(Construction Management)</td>
</tr>
<tr>
<td>C 076</td>
<td>Graduate Diploma of Technology in Logistics</td>
<td>GradDiplTech</td>
<td>GradDiplTech(Logistics)</td>
</tr>
<tr>
<td>M 087</td>
<td>Graduate Diploma of Technology in Risk Management</td>
<td>GradDiplTech</td>
<td>GradDiplTech(Risk Management)</td>
</tr>
<tr>
<td>N 0812</td>
<td>Postgraduate Diploma of Psychology</td>
<td>PostGradDip</td>
<td>PostGradDip(Psychology)</td>
</tr>
</tbody>
</table>

**Masters**

| A197 | Master of Accounting (Graduate Entry) | MAcc |
| A197N | Master of Accounting (Non-Graduate Entry) | MAcc |
| A197H | Master of Accounting (Honours) | MAcc(Hons) |
| N 0907 | Master of Arts in Applied Media | MA | MA(Applied Media) |
| N 095 | Master of Arts in Communications | MA | MA(Communications) |
| L 084 | Master of Arts in Writing | MA | MA(Writing) |
| B 290 | Master of Business Administration | MBA |
| B 390 | Master of Business Administration (Honours) | MBA(Hons) |
| L 085 | Master of Business in eBusiness and Communication | MBA | MBA(eBusiness and Communication) |
| L 086 | Master of Business (Honours) in eBusiness and Communication | MBA(Hons) | MBA(Hons)(eBusiness and Communication) |
| A 196 | Master of Business in Human Resource Management | MBA | MBA(Human Resource Management) |
| A 199 | Master of Business in International Business | MBA | MBA(International Business) |
| A 195 | Master of Business in Marketing | MBA | MBA(Marketing) |
| A 195H | Master of Business (Honours) in Marketing | MBA(Hons) | MBA(Hons)(Marketing) |
| DM CD30 | Master of Design in Communication Design | M Des | M Des(Communication Design) |
## Postgraduate Awards Chart

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Generic Abbreviation</th>
<th>Alternative Abbreviation (including discipline/specialisation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMID30</td>
<td>Master of Design in Industrial Design</td>
<td>M Des</td>
<td>M Des(Industrial Design)</td>
</tr>
<tr>
<td>DMINTD30</td>
<td>Master of Design in Interior Design</td>
<td>M Des</td>
<td>M Des(Interior Design)</td>
</tr>
<tr>
<td>DM MM D30</td>
<td>Master of Design in Multimedia Design</td>
<td>M Des</td>
<td>M Des(Multimedia Design)</td>
</tr>
<tr>
<td>IRAM T3</td>
<td>Master of Engineering in Advanced Manufacturing Technology</td>
<td>M Eng</td>
<td>M Eng(Advanced Manufacturing Technology)</td>
</tr>
<tr>
<td>IRAM T4</td>
<td>Master of Engineering (Honours) in Advanced Manufacturing Technology</td>
<td>M Eng(Hons)</td>
<td>M Eng(Hons)(Advanced Manufacturing Technology)</td>
</tr>
<tr>
<td>M 075</td>
<td>Master of Engineering in Industrial Engineering</td>
<td>M Eng</td>
<td>M Eng(Industrial Engineering)</td>
</tr>
<tr>
<td>M 076</td>
<td>Master of Engineering (Honours) in Industrial Engineering</td>
<td>M Eng(Hons)</td>
<td>M Eng(Hons)(Industrial Engineering)</td>
</tr>
<tr>
<td>IRMICR3</td>
<td>Master of Engineering in Microsystem Technology</td>
<td>M Eng</td>
<td>M Eng(Microsystem Technology)</td>
</tr>
<tr>
<td>IRMICR4</td>
<td>Master of Engineering (Honours) in Microsystem Technology</td>
<td>M Eng(Hons)</td>
<td>M Eng(Hons)(Microsystem Technology)</td>
</tr>
<tr>
<td>Y 291</td>
<td>Master of Entrepreneurship and Innovation</td>
<td>M EI</td>
<td>M EI</td>
</tr>
<tr>
<td>Y 391</td>
<td>Master of Entrepreneurship and Innovation (Honours)</td>
<td>M EI(Hons)</td>
<td>M EI(Hons)</td>
</tr>
<tr>
<td>A 097</td>
<td>Master of Information Systems</td>
<td>M InfSys</td>
<td>M InfSys</td>
</tr>
<tr>
<td>A 098</td>
<td>Master of Information Systems/Master of Business Administration</td>
<td>M InfSys MBA</td>
<td>M InfSys(MBA)</td>
</tr>
<tr>
<td>I 091</td>
<td>Master of Information Technology</td>
<td>M InfTech</td>
<td>M InfTech</td>
</tr>
<tr>
<td>I 093</td>
<td>Master of Information Technology in Information Systems</td>
<td>M InfTech</td>
<td>M InfTech(Information Systems)</td>
</tr>
<tr>
<td>I 097</td>
<td>Master of Information Technology in Information Technology Management</td>
<td>M InfTech</td>
<td>M InfTech(Information Technology Management)</td>
</tr>
<tr>
<td>I 094</td>
<td>Master of Information Technology in Internet Computing</td>
<td>M InfTech</td>
<td>M InfTech(Internet Computing)</td>
</tr>
<tr>
<td>S 079</td>
<td>Master of Information Technology in Network Systems</td>
<td>M InfTech</td>
<td>M InfTech(Network Systems)</td>
</tr>
<tr>
<td>I 092</td>
<td>Master of Information Technology in Software Engineering</td>
<td>M InfTech</td>
<td>M InfTech(Software Engineering)</td>
</tr>
<tr>
<td>J 096</td>
<td>Master of Multimedia</td>
<td>M M Multimedia</td>
<td>M Multimedia</td>
</tr>
<tr>
<td>J 100</td>
<td>Master of Multimedia (Honours)</td>
<td>M M Multimedia(Hons)</td>
<td>M Multimedia(Hons)</td>
</tr>
<tr>
<td>J 106</td>
<td>Master of Multimedia Technology</td>
<td>M Multimedia Tech</td>
<td>M Multimedia Tech</td>
</tr>
<tr>
<td>N 0912</td>
<td>Master of Psychology in Clinical Psychology</td>
<td>M Psych</td>
<td>M Psych(Clinical Psychology)</td>
</tr>
<tr>
<td>N 0904</td>
<td>Master of Psychology in Counselling Psychology</td>
<td>M Psych</td>
<td>M Psych(Counselling Psychology)</td>
</tr>
<tr>
<td>S 068</td>
<td>Master of Science in Astronomy</td>
<td>M Sc</td>
<td>M Sc(Astronomy)</td>
</tr>
<tr>
<td>I 095</td>
<td>Master of Science in Computing</td>
<td>M Sc</td>
<td>M Sc(Computing)</td>
</tr>
<tr>
<td>I 096</td>
<td>Master of Science (Honours) in Computing</td>
<td>M Sc(Hons)</td>
<td>M Sc(Hons)(Computing)</td>
</tr>
<tr>
<td>S 069</td>
<td>Master of Science in Network Systems</td>
<td>M Sc</td>
<td>M Sc(Network Systems)</td>
</tr>
<tr>
<td>S 089</td>
<td>Master of Science (Honours) in Network Systems</td>
<td>M Sc(Hons)</td>
<td>M Sc(Hons)(Network Systems)</td>
</tr>
<tr>
<td>SF 300</td>
<td>Master of Science in Strategic Foresight</td>
<td>M Sc</td>
<td>M Sc(Strategic Foresight)</td>
</tr>
<tr>
<td>I 064</td>
<td>Master of Technology in Information Systems</td>
<td>M Tech</td>
<td>M Tech(Information Systems)</td>
</tr>
<tr>
<td>I 061</td>
<td>Master of Technology in Information Technology</td>
<td>M Tech</td>
<td>M Tech(Information Technology)</td>
</tr>
<tr>
<td>I 065</td>
<td>Master of Technology in Information Technology Management</td>
<td>M Tech</td>
<td>M Tech(Information Technology Management)</td>
</tr>
<tr>
<td>I 062</td>
<td>Master of Technology in Internet Computing</td>
<td>M Tech</td>
<td>M Tech(Internet Computing)</td>
</tr>
<tr>
<td>I 063</td>
<td>Master of Technology in Software Engineering</td>
<td>M Tech</td>
<td>M Tech(Software Engineering)</td>
</tr>
<tr>
<td>F 996</td>
<td>Master of Technology Management in Air Transportation Management</td>
<td>M Tech Mgt</td>
<td>M Tech Mgt(Air Transportation Management)</td>
</tr>
<tr>
<td>F 999</td>
<td>Master of Technology Management in Airport Planning, Operation and Management</td>
<td>M Tech Mgt</td>
<td>M Tech Mgt(Airport Planning, Operation and Management)</td>
</tr>
<tr>
<td>M 096</td>
<td>Master of Technology Management in Aviation Human Factors</td>
<td>M Tech Mgt</td>
<td>M Tech Mgt(Aviation Human Factors)</td>
</tr>
<tr>
<td>C 092</td>
<td>Master of Technology Management in Construction Management</td>
<td>M Tech Mgt</td>
<td>M Tech Mgt(Construction Management)</td>
</tr>
<tr>
<td>C 086</td>
<td>Master of Technology Management in Logistics</td>
<td>M Tech Mgt</td>
<td>M Tech Mgt(Logistics)</td>
</tr>
<tr>
<td>M 097</td>
<td>Master of Technology Management in Risk Management</td>
<td>M Tech Mgt</td>
<td>M Tech Mgt(Risk Management)</td>
</tr>
</tbody>
</table>

### Professional Doctorates

<p>| A 007 | Professional Doctorate of Business Administration | DBA |
| DPD 90 | Professional Doctorate of Design | DDes |
| N 012 | Professional Doctorate of Psychology in Clinical Psychology | DPScH |
| N 008 | Professional Doctorate of Psychology in Counselling Psychology | DPScH | DPScH(Counselling Psychology) |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Generic Abbreviation</th>
<th>Alternative Abbreviation (including discipline/specialisation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSE01</td>
<td>Master of Applied Science (Multi-Disciplinary)</td>
<td>M AppSc</td>
<td></td>
</tr>
<tr>
<td>N090</td>
<td>Master of Arts</td>
<td>M A</td>
<td></td>
</tr>
<tr>
<td>A193</td>
<td>Master of Business</td>
<td>M Bus</td>
<td></td>
</tr>
<tr>
<td>M D90</td>
<td>Master of Design</td>
<td>M Des</td>
<td></td>
</tr>
<tr>
<td>Z200</td>
<td>Master of Science (Brain Sciences)</td>
<td>M Sc</td>
<td></td>
</tr>
<tr>
<td>Y097</td>
<td>Master of Engineering (Electrical Engineering)</td>
<td>M Eng</td>
<td></td>
</tr>
<tr>
<td>I190</td>
<td>Master of Engineering (Information Technology)</td>
<td>M Eng</td>
<td></td>
</tr>
<tr>
<td>L088</td>
<td>Master of Technology (Lilydale)</td>
<td>M Tech</td>
<td></td>
</tr>
</tbody>
</table>

**Doctors of Philosophy (PhD)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Generic Abbreviation</th>
<th>Alternative Abbreviation (including discipline/specialisation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N001</td>
<td>Doctor of Philosophy (Arts)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>BSE11</td>
<td>Doctor of Philosophy (Biomedical Instrumentation)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Z002</td>
<td>Doctor of Philosophy (Brain Sciences)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>A003</td>
<td>Doctor of Philosophy (Business)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>D090</td>
<td>Doctor of Philosophy (Design)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Y007</td>
<td>Doctor of Philosophy (Electrical Engineering)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Y001</td>
<td>Doctor of Philosophy (Entrepreneurship and Innovation)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>I001</td>
<td>Doctor of Philosophy (Information Technology)</td>
<td>PhD</td>
<td></td>
</tr>
</tbody>
</table>
General Information for Postgraduate Students

Application procedure

Direct applications are necessary for all postgraduate study at Swinburne. Forms can be obtained by contacting the relevant division/faculty as listed below, or may be downloaded from the postgraduate website at: www.swinburne.edu.au/postgrad

Faculty of Business and Enterprise
- Australian Graduate School of Entrepreneurship (AGSE) +61 3 9214 5046
- Australian Foresight Institute (AFI) +61 3 9214 5855

Faculty of Design
- Faculty of Engineering and Industrial Sciences +61 3 9214 6755
- Industrial Research Institute Swinburne (IRIS) +61 3 9214 8372
- Faculty of Information and Communication Technologies +61 3 9214 5505
- Centre of Astrophysics +61 3 9214 5505
- Faculty of Life and Social Sciences +61 3 9214 8859
- Brain Sciences Institute +61 3 9214 8859
- Institute for Social Research +61 3 9214 5566
- Graduate School of Integrative Medicine +61 3 9214 5396
- Swinburne Graduate Research School +61 3 9214 5412
- Swinburne University of Technology, Llydale Division +61 3 9215 7304
- TAFE School of Arts, Hospitality and Science +61 3 9214 5412
- International Disaster Management Centre (IDM C) +61 3 9214 5146
- National Centre for Sustainability +61 3 9735 5997
- TAFE School of Business and eCommerce +61 3 9214 5114
- TAFE School of Social Sciences +61 3 9214 6701

Admission with advanced standing

Graduates with good results in a relevant postgraduate course may be eligible to apply for admission with ‘Advanced Standing’. Students receive credits for some or all subjects already studied, thereby reducing the time taken to complete a qualification.

Closing dates for postgraduate coursework programs vary, contact the relevant division/faculty for further details.

International students

Application by international students for postgraduate courses by coursework must be made through the International Student Unit:
- Telephone: +61 3 9214 8712 or +61 3 9214 8712
- Email: isuenq@swin.edu.au
- Website: www.swinburne.edu.au/isu

Higher degrees by research

Applicants must first consult with the research coordinator from the relevant faculty to discuss their proposed research direction and to determine that the appropriate resources and facilities are available for supervision of the proposed research. In conjunction with the proposed supervisor, applicants must then complete the Application for Admission to Candidature form. Application forms are available from the Office of Research and Graduate Studies (ORGS) or can be downloaded from: www.swinburne.edu.au/research/postgrad.htm

Application for admission to candidature for a higher degree by research can be submitted at any time of year.

Fees

Students enrolled in postgraduate courses are required to pay course fees which are fixed annually by the university. Students must ensure that they are familiar with the Postgraduate Course Fee Policy and Procedures for Australian Permanent Residents. Alternatively, this information is available under ‘Fees’ at: www.swinburne.edu.au/corporate/registrar/ppf/files/stuinf.htm

The General Service Fee (GSF) is charged in addition to postgraduate course tuition fees. Details about fees can be found at: www.swinburne.edu.au/fees

Higher Education Loan Program (HELP)

Under Federal Government education reforms, to take effect on 1 January 2005, a suite of new Higher Education Loan Programs (HELP) have been introduced to assist students. The reforms have resulted in changes to the Higher Education Contribution Scheme (HECS) and the Postgraduate Education Loan Scheme (PELS).

From 1 January 2005, HELP will replace the Postgraduate Education Loans Scheme (PELS), Open Learning Deferred Payment Scheme (OLDPS) and Bridging for Overseas-Trained Professionals Loan Scheme (BOTPLS).

HELP is a loan to assist eligible full fee paying students to pay their tuition fees in both undergraduate and postgraduate courses. HELP can cover all or part of a student’s tuition fees, up to a lifetime limit of $50,000. The $50,000 is indexed each year. HELP provides a loan for tuition fees only. HELP cannot cover any general services or amenities fees that may be charged.

Accommodation and living expenses are also excluded.

Where students are eligible for HELP, they may choose to pay their tuition fee in three ways:
- Pay the full tuition fee up-front.
- Pay some of the tuition fee up-front and request HELP for the remainder of the tuition fee.
- Request a HELP loan for the full tuition fee.

Students repay their loan through the tax system once their income is above the minimum threshold for compulsory repayment.

Further information can be found at www.goingtouni.gov.au or by reading the HELP Information 2005 booklet.

Nested Programs

A nested program is a sequence of courses/stages which is followed to obtain the highest available award and which has multiple entry and exit points.

Graduate Certificate

This is usually an entry-level postgraduate qualification for applicants with several years work experience and is an attractive alternative for those without any formal undergraduate qualifications. It is generally undertaken over one semester full-time or two semesters part-time.

Graduate Diploma

Generally a one year full-time or two year part-time course. Applicants must normally have undertaken an undergraduate degree, though not necessarily in the proposed area of study. Applicants without a degree, but with substantial appropriate industry experience, may also be eligible to apply.

Master

The duration of a masters degree by coursework varies by subject area but is generally from one and a half years full-time or equivalent part-time. It generally requires two years of full-time study or the equivalent part-time.

Scholarships

Australian Postgraduate Award (APA)

The Department of Education, Science and Training (DEST) offers APAs each year to scholars of exceptional promise in all fields. This scholarship provides a government funded fee-exempt placement for a period of two years for a masters by research degree or three years, with a possible extension of six months, for a doctorate by research degree. Award holders receive an annual stipend and may also be eligible for other allowances.

Chancellor’s Research Scholarship (CRS)

Swinburne offers two premier scholarships to outstanding students for research leading to the degree of Doctor of Philosophy. Each CRS carries a stipend of $25,000, will have the tuition fees waived, and will involve a period of up to six months residence in a collaborating laboratory at one of the world’s leading universities. An annual General Service Fee does apply.
Divisional Fee Exemption (DFE) and Lilydale Fee Exemption (LFE)
Swinburne's Higher Education Division and Swinburne Lilydale offer fee-exempt places for a period of two years for a master by research degree of four years for a doctorate by research degree.

International Postgraduate Research Award (IPRA)
DEST provides Swinburne with a limited number of scholarships that cover tuition fees and health care costs for prospective international students in doctoral or masters by research programs.

Qantas/Kistend Postgraduate Travel Scholarship
This scholarship funds travel to any Qantas Airlines destination. Available to postgraduate research students. It is offered subject to Qantas' ongoing participation in the scheme.

Swinburne University Postgraduate Research Award (SUPRA)
Swinburne offers research awards to outstanding applicants. Students applying for an APA are automatically considered for a SUPRA. SUPRAs are available for a period of two years for a masters by research degree or three years, with a possible extension of six months, for a doctorate by research degree. Award holders receive an annual stipend and may also be eligible for other allowances.

Applying for scholarships
Application forms for CRS, APAs, SUPRAs and IPRAs can be obtained by contacting the Swinburne Graduate Research School, or visiting the website at: www.swinburne.edu.au/research/schols.htm

Applications close on 31 October each year. All applicants to the PhD, DPsych, DDes, and masters by research programs will automatically be considered for a Divisional Fee Waiver and the outcome will be communicated in the Letter of Offer.

Single Subject/Cross Institutional Study
Enrolment in a single subject is available to:

- Students who are not enrolled in an award course offered by Swinburne.
- Students who have already completed enough credit points towards a degree but wish to take additional units of study.

Cross-Institutional study is available to:

- Higher Education students enrolled for courses of study at Swinburne (the 'home' university) who may wish to enrol in a unit/s of study at another Australian university (the 'host' university), and
- Students enrolled for courses at another Australian university (the 'home' university) who may wish to enrol in a unit/s of study at Swinburne (the 'host' university).

Students must seek approval for cross-institutional study by submitting an application form to the awarding division/faculty.

Note: that changes to legislation means that there have been changes to the way first enrolling students pay for any cross-institutional study. Consult your faculty and higher degree by research students (doctoral and master by research), offers advice on resources and provides a focus for interaction and development. SGRS incorporates the Office of Graduate Studies, and the Office of Research.

Office of Graduate Studies
The Office of Graduate Studies is responsible for the administration of PhD and Masters by research degrees and coordination of other research studies. It provides prospective students with a variety of information on research, masters and doctoral study, including: details about admission to candidature, expected duration of candidature, progress report requirements, Research Training Scheme (RTS) places and fee exemptions, guidelines for thesis presentation, guidelines for supervision, and university policies on research.

Office of Research
The Office of Research provides advice on university policies for the conduct of research and the implementation of Swinburne's Research Management Plan. It also publishes Swinburne's annual Research Report, which provides an overview of Swinburne's major research centres, research interests of staff, and details of current research projects. The Office also administers research grants and
contracts across the university, ethics committee approvals and intellectual property issues.

**Swinburne University Postgraduate Association (SUPA)**

All postgraduate students enrolled at Swinburne are considered members of the Swinburne University Postgraduate Association (SUPA), which is part of the Swinburne Student Union. Postgraduate representation and SUPA’s activities are coordinated by an executive committee of postgraduate students, which is elected annually by the postgraduate student population.

SUPA’s three core functions are to provide representation, advocacy (both individual and cohort) and activities that enhance the university experience of postgraduate students. In order to do this effectively, SUPA needs ideas, enthusiasm and involvement from postgraduate students. For further information, telephone +61 3 9214 5455.
Australian Graduate School of Entrepreneurship

As one of the most experienced graduate schools in Australia and the Asia-Pacific region, the Australian Graduate School of Entrepreneurship (AGSE) offers a fresh approach to business research, and to business, leadership and management education. With a specific focus on innovation and entrepreneurship, it is an applied management school targeted at people who wish to build or develop enterprises.

Developed from the success of the past 30 years and built for the future, today’s programs are internationally recognised as defining the leading edge of management research and education.

AGSE focuses on the entrepreneurial application of learning. This ensures that students know the difference between the theory of management and the application of that theory in a way that provides growth opportunities for their organisations and themselves.

AGSE creates Business Innovators who:
- Establish or transform businesses
- Manage through complexity and uncertainty
- Create their own futures
- Take calculated risks
- Are action oriented leaders
- Have international business connections

Application procedure

Application forms are available from the Australian Graduate School of Entrepreneurship (AGSE) or can be downloaded from the website at: www.swinburne.edu.au/agse/

International students should contact the International Student Unit on +61 3 9214 8647 or visit the website at: www.swin.edu.au/isu

Further information

Telephone: +61 3 9214 5855
Email: agse@swin.edu.au
Website: www.swinburne.edu.au/agse/

Business Administration

B390 Master of Business Administration (Honours)
B290 Master of Business Administration (MBA)
B280 Graduate Diploma of Business Administration
B270 Graduate Certificate of Business Administration

The Master of Business Administration (Honours) forms the final stage in a four stage nested suite of programs consisting of:
1. Graduate Certificate of Business Administration
2. Graduate Diploma of Business Administration
3. Master of Business Administration
4. Master of Business Administration (Honours)

By providing enhanced study opportunities at an advanced level, the MBA (Hons) program allows students to further develop the theoretical and practical skills gained in earlier stages of the program.

The Swinburne MBA not only offers the opportunity to acquire contemporary management knowledge and skills, it also provides students with the ability to apply that knowledge in an innovative, creative and entrepreneurial way. The overarching themes of entrepreneurship, innovation and international business address the transitional realities of moving from the old to the new economy in four key areas: Leadership, Strategy, eBusiness, and Finance. Specialisations in these four key areas are offered through advanced electives and an integrating project.

The Graduate Diploma of Business Administration is offered to qualified executives or potential executives who have not undertaken significant studies in administration and management fields but feel the need for a broader knowledge of this area. The course aims to give students a working knowledge of the factors affecting managerial tasks and to provide methods of analysing these factors. Particular emphasis is on the need of middle-management, in both private and public enterprise, to manage in a changing global environment. The opportunity exists to examine and practise problem-solving and decision making in management situations, which should equip students in any type of business organisation with the ability to develop logical and creative approaches to their jobs.

The Graduate Certificate of Business Administration is designed to provide entry level management studies for managers with excellent business experience. The Graduate Certificate is an attractive alternative for those without any formal undergraduate qualifications. The key vocational outcome of this course is improved job performance and enhanced employment prospects, particularly in the fields of management and administration.

Aims & Objectives

The Swinburne MBA is designed to:
- Develop the capacity to successfully start new ventures and manage enterprises that operate in a complex, global and competitive environment.
- Meet the demands of business and industry to achieve and sustain international competitive advantages.
- Apply the theory to ‘real-life’ situations.
- Offer small, highly interactive and dynamic classes, delivered by commercially experienced practitioners and academics carefully selected for their practicality, excellence in teaching and outstanding performance in both intellectual and business practice.

At the completion of the program, it is expected that graduates will:
- Have a deep understanding of innovation processes and what it takes to commercialise and manage the practical application of innovation.
- Be recognised for their hands-on leadership ability, enhanced by an experiential understanding of the multifaceted factors that are required to develop new initiatives or to transform mature enterprises.
- Have a clear understanding of the new realities (old versus new economy) facing enterprises and be capable of operating effectively in such an environment.
- Have the capacity to develop and maintain an organisational culture which values creativity, diversity and a cross disciplinary approach to managing organisational effectiveness.
- Have a range of skills and knowledge that enhances business communication and leadership.
- Be renowned for their capacity to ‘make a difference’.

Career opportunities

The Swinburne MBA prepares students for a successful career in starting and/or managing high growth enterprises in a complex, global and competitive environment.

Course duration

Graduate Certificate: two semesters part-time or one semester full-time.
Graduate Diploma: five semesters part-time or two to three semesters full-time.
MBA: seven semesters part-time or three to four semesters full-time.
MBA (Hons): four years (8 semesters) part-time or two years full-time.

Structure

The Master of Business Administration (Hons) incorporates the Graduate Certificate, Graduate Diploma and Master of Business Administration (MBA). The nested program is styled on a “4+6+4+4” basis.

The Graduate Certificate of Business Administration consists of four core subjects (Stage 1 of the MBA suite). These are normally completed over two semesters of part-time study, or may be completed in one semester of full-time study. Stage 1
of the program, in particular, requires a substantial commitment to developing basic skills.

The Graduate Diploma of Business Administration consists of the four core subjects from the Graduate Certificate plus a further six core subjects. To complete the Graduate Diploma of Business Administration, students must successfully complete ten subjects – the four core subjects of Stage 1 and the six core subjects of Stage 2.

The Master of Business Administration consists of the ten subjects of the Graduate Diploma plus two advanced electives and an Integrating Project (equivalent to two subjects) OR instead of doing the Project a student can do a total of four advanced electives. To complete the Master of Business Administration, students must successfully complete fourteen subjects – the four core subjects in Stage 1, the six core subjects in Stage 2, and either the two advanced electives of Stage 3 and the Integrating Project (equal to 2 subjects) OR four advanced electives.

The minimum requirement for the award of an M BA is successful completion of the ten core subjects (125 credit points) incorporated in the Graduate Certificate and Graduate Diploma, plus an additional 50 credit points, giving a total of 175 credit points for the complete MBA suite.

The Master of Business Administration (Honours) consists of sixteen subjects (or equivalent), including ten core MBA subjects and six elective subjects (or equivalent). Nominated honours subjects are HGM 604, HGM 605 and all elective subjects.

The award of Master of Business Administration (Honours) will be subject to:

1. the successful completion of sixteen subjects (or 200 credit points), and either
2. the attainment of a 70% average over the final eight subjects (or 100 credit points) undertaken, or
3. the attainment of a 75% average over the final four subjects (or 50 credit points) undertaken.

A student who completes sixteen subjects (or 200 credit points) but does not satisfy these performance criteria will be awarded the degree of Master of Business Administration (MBA).

Subjects are taught in either traditional mode of one (2.75 hours) class per week over a twelve week semester or in ‘block mode’ (usually six days over a twelve week period). Students are expected to spend a minimum of the equivalent class contact hours per week in private study and/or team project work.

Course subjects

**Stage 1 - Graduate Certificate**

- HGM 502 Product and Market Strategy
- HGM 503 Financial Data and Decision Making
- HGM 505 Opportunity Evaluation
- HGM 506 Leading, Following and Team Dynamics

**Stage 2 - Graduate Diploma**

- HGM 552 Finance for High Growth Businesses
- HGM 553 Business Strategy
- HGM 554 eBusiness Design for Competitive Advantage
- HGM 555 Organisation Dynamics
- HGM 604 Corporate Strategy
- HGM 605 Innovative Leadership

**Stage 3 - Master**

- HGM 6XX Advanced Elective 1
- HGM 6XX Advanced Elective 2
- HGM 601A Integrating Project (half subject)
- HGM 601B Integrating Project (half subject)
- HGM 601C Integrating Project (full subject)

OR

- HGM 6XX Advanced Elective 1
- HGM 6XX Advanced Elective 2
- HGM 6XX Advanced Elective 3
- HGM 6XX Advanced Elective 4

**Stage 4 - Master (Honours)**

Two Advanced Electives subjects (or equivalent)

**Advanced Electives to be chosen from:**

- HGM 606 Consulting Processes for Organisations
- HGM 607 Organisational Change Management
- HGM 608 Entrepreneurial eBusiness and Strategic Transformation
- HGM 609 Building an Integrated eBusiness Infrastructure
- HGM 610 Strategy for Competitive Advantage
- HGM 611 Management and Innovation
- HGM 612 Capital Markets and Tax for High Growth Business
- HGM 613 Finance Risk Management

**Entry requirements**

The formal admission requirement for the MBA program is an appropriate undergraduate qualification at a credit level from a recognised tertiary institution. In some cases, additional preliminary study may be required.

AGSE attracts highly motivated part-time candidates with at least two years of full-time, post-university work experience.

Part-time candidates who do not hold an appropriate qualification but who have significant relevant work experience (normally five years or more) and evidence of academic capability may initially be admitted to the Graduate Certificate (Stage 1). Their progression to enrolment in the Masters will require satisfactory completion of Stage 1.

Students whose first language is not English will need to provide evidence of advanced proficiency in written and spoken English by an academic International English Language Testing System (IELTS) Score of 6.5 with no single band less than 6.0. Applicants with lower scores may undertake additional English studies (ELICOS) at Swinburne University in order to meet the entry requirements.

**Entrepreneurship and Innovation**

**Y391 Master of Entrepreneurship and Innovation (Honours)**

**Y291 Master of Entrepreneurship and Innovation (MEI)**

**Y082 Graduate Diploma of Entrepreneurship and Innovation**

**Y072 Graduate Certificate of Entrepreneurship and Innovation**

This program has been developed for people who intend to start new, innovative businesses or play a leading role in an innovative unit of an established organisation. The core of the program provides the theoretical and practical skills required to produce a comprehensive business plan integrating marketing, organisational behaviour and financial planning via a flexible corporate strategy. This program provides professional capabilities not only to potential entrepreneurs, but also to ‘entrepreneurial professionals’ and managers with an entrepreneurial outlook who wish to stay within an organisation and practise entrepreneurship by generating new ventures under the corporate umbrella.

The first eight subjects of the Master of Entrepreneurship and Innovation (Honours) program are those outlined for the Graduate Certificate and the Graduate Diploma of Entrepreneurship and Innovation. The four subjects at the Masters level extend the student beyond the frontiers of new venture business planning to a greater depth of understanding of the theory and practice of ongoing entrepreneurship. Teaching methods also change to include a greater emphasis on case analysis and self-initiated projects.

By providing enhanced study opportunities, the MEI (Honours) program allows students to further develop the theoretical and practical skills gained in earlier stages of the program.

**Aims & Objectives**

The primary aims of the program are:

- To emphasise the management of change and new opportunities rather than administration of established practices.
- To develop a concentration on the planning and control of rapid business growth.
• To devote constant attention to integrating knowledge through interdisciplinary approaches, rather than separating knowledge into functional specialties.
• To commit to the notion of ‘theory for practice’s sake’ - applying leading edge theory to seek practical solutions to complex real-world problems.

It has been shown that graduates of this integrated program are capable of starting, developing and managing new business opportunities to achieve company growth.

Campus
Hawthorn

Career opportunities
Successfully start and/or develop new enterprises, and enhance career development within organisations.

Course duration
Graduate Certificate: six months full-time or one year part-time.
Graduate Diploma: one year full-time or two years part-time.
Master: three years part-time and one-a-half years full-time.
MEl(Hons): four years part-time and two years full-time.

Structure
The Master of Entrepreneurship and Innovation (Honours) forms the final stage in a four stage nested suite of programs consisting of:
1. Graduate Certificate of Entrepreneurship and Innovation
2. Graduate Diploma of Entrepreneurship and Innovation
3. Master of Entrepreneurship and Innovation
4. Master of Entrepreneurship and Innovation (Honours)

The Master of Entrepreneurship and Innovation (Honours) students are required to complete sixteen subjects (or equivalent), including ten core MEI subjects and six elective subjects (or equivalent). Nominated honours subjects are both Stage 3 core subjects and all elective subjects.

The award of Master of Entrepreneurship and Innovation (Honours) will be subject to:
1. the successful completion of 16 subjects (or equivalent), and
2. the attainment of a 70% average over the final 8 subjects (or 100 credit points) undertaken, or
3. the attainment of a 75% average over the final 4 subjects (or 50 credit points) undertaken.

A student who completes sixteen subjects (or 200 credit points) but does not satisfy these performance criteria will be awarded the degree of Master of Entrepreneurship and Innovation (MEl).

Subjects are taught in either traditional mode of one (2.75 hours) class per week over a twelve week semester or in ‘block mode’ (usually six days over a twelve week period). Students are expected to spend a minimum of the equivalent class contact hours per week in private study and/or team project work.

The Graduate Certificate is also offered as an in-house training program for companies or other organisations.

Course subjects
Stage 1 - Graduate Certificate
HEI611 New Venture Leadership
HEI621 New Venture Financial Management
HEI631 New Venture Marketing
HEI691 Opportunity Evaluation

Stage 2 - Graduate Diploma
HEI711 Managing The Growing Business
HEI721 Financial and Legal Strategies
HEI741 Creativity and Innovation
HEI791 The Business Plan

Stage 3 - Master
HEI822 Growth Venture Evaluation
HEI851 Corporate Entrepreneurship and Innovation
HEI861 Governance and Corporate Leadership
HEI882 Integrating Project A

Stage 4 - Master (Honours)
HEI841 Negotiation and Strategic Relationships
HEI883 Integrating Project B
Elective 1*
Elective 2*

Option 2: Integrating Project
Stage 3 - Master
HEI822 Growth Venture Evaluation
HEI851 Corporate Entrepreneurship and Innovation
HEI861 Governance and Corporate Leadership
HEI884 Minor Thesis (Research Methods)

Stage 4 - Master (Honours)
HEI841 Negotiation and Strategic Relationships
HEI885 Minor Thesis FT

Option 3: Minor Thesis
Stage 3 - Master
HEI822 Growth Venture Evaluation
HEI851 Corporate Entrepreneurship and Innovation
HEI861 Governance and Corporate Leadership
HEI884 Minor Thesis (Research Methods)

Stage 4 - Master (Honours)
HEI841 Negotiation and Strategic Relationships
HEI885 Minor Thesis FT

* Approved electives from the Swinburne MBA at AGSE, or from appropriate levels of other postgraduate programs at Swinburne or at another institution.

Entry requirements
A completed undergraduate degree, at a credit level, from a recognised tertiary institution, equivalent to a three year Australian bachelor degree.

or
Other qualifications or experience which, in the opinion of the Selection Committee, are of satisfactory standard and suitable preparation for entry into the program.

Applicants will only be admitted to the program if they are able to demonstrate entrepreneurial experience or characteristics or show that their prior experiences provides a suitable foundation for the program.

Applicants who do not hold an appropriate qualification but who have significant relevant work experience (normally five years or more) are encouraged to apply. In some cases, additional preliminary study may be required. Continuation in the program is determined by academic results.

Students whose first language is not English will need to provide evidence of advanced proficiency in written and spoken English by: academic International English Language Testing System (IELTS) Band 6.5 with no single band less than 6.0. Applicants with lower scores may undertake additional English studies (ELICOS) at Swinburne University in order to meet the entry requirements.
Professional Doctorate

**A007 Doctor of Business Administration (DBA)**

Business executives are required to operate in a turbulent environment where competition is global, change is the norm, and where radical discontinuities present ever changing decision making frames. Excellence in entrepreneurship, strategic management and organisational change management are essential to develop effective corporate executives and hence organisational viability.

The Swinburne DBA is a practical doctoral level research degree that extends the professional skills and knowledge acquired in the MBA. It aims to develop high calibre executives with managerial and applied research skills by employing three critical integrating lenses on organisations:

- Entrepreneurship and Innovation
- Strategy and Foresight
- Organisation and Leadership

**Aims & Objectives**

The DBA aims to:

1. Bring theory and practice to bear on decision making in complex organisational environments in order to help these institutions adapt to changing circumstances and to lay the foundations for long term organisational survival.
2. Encourage innovative thinking within the spirit of a risk taking enterprise.
3. Maintain a strong service orientation to all facets of the business.
4. Maintain cultures which value cross disciplinary approaches and the management of diversity.
5. Provide a rigorous basis for applied workplace research.
6. Develop teamwork and effective communication skills.
7. Recognise the influence of technology in bringing about organisational change.

**Campus**

Hawthorn

**Course duration**

Two and a half years full-time or five years part-time.

**Structure**

The DBA is essentially a research degree with 30% of assessment being devoted to coursework outcomes and 70% devoted to research. Consideration will be given to granting appropriate candidates 'advanced standing' in the coursework components. It must be noted that the Research Methods seminar is a forum for the exploration of issues associated with each person's thesis, including formulation of the research question, rationale for methods etc. and is therefore a vital aspect of work for the thesis.

**Course subjects**

**Full-Time Program**

1st Half Year
- HDBA601 Strategy and Foresight
- HDBA602 Research Methods
- HDBA603 Organisation and Leadership
- HDBA604 Entrepreneurship and Innovation

2nd Half Year
- HDBA606 Thesis

3rd Half Year
- HDBA606 Thesis

4th Half Year**
- HDBA606 Thesis

5th Half Year
- HDBA606 Thesis

**Candidates may complete within four half years depending on their progress with the thesis.**

**Part-Time Program**

1st Half Year
- HDBA603 Organisation and Leadership
- HDBA602 Research Methods

2nd Half Year
- HDBA604 Entrepreneurship and Innovation
- HDBA601 Strategy and Foresight

3rd Half Year
- HDBA605 Thesis

4th Half Year
- HDBA605 Thesis

5th Half Year
- HDBA605 Thesis

6th Half Year
- HDBA605 Thesis

7th Half Year
- HDBA605 Thesis

8th Half Year**
- HDBA605 Thesis

9th Half Year
- HDBA605 Thesis

10th Half Year
- HDBA605 Thesis

**Candidates may complete within eight half years depending on their progress with the thesis.**

**Entry requirements**

The formal admission requirements for the DBA Program are:

- A Master of Business Administration degree at a credit level from Swinburne University of Technology or another recognised university, or
- Another approved coursework Masters degree at a credit level in a management related area relevant to the management of organisations, or
- A Masters degree at a credit level in a field other than business, plus a Bridging Program,
- A research based Master degree in Business Administration or related area,
- Qualifications accepted as equivalent by the DBA Director, and
- Full-time and part-time candidates need at least five years of full-time, post-university managerial work experience in a field related to the candidate's thesis topics.

Admission will also be subject to interview.

All programs at Swinburne are taught in English. Applicants whose first language is not English and who have not completed a degree in the English medium, must produce evidence of advanced proficiency in written and spoken English by attaining: an academic IELTS Band 7.0 with no single band less than 6.5. Applicants with lower scores may undertake additional English studies (ELICOS) at Swinburne University in order to meet the entry requirements.

Where applicants do not have the minimum entry requirements in terms of Masters level subjects to undertake the DBA, but hold a Masters degree or equivalent, a Bridging Program is available. Bridging studies will be negotiated with each applicant in accordance with their qualifications.
Higher Degrees by Research

Y001 Doctor of Philosophy (Entrepreneurship and Innovation)

The Australian Graduate School of Entrepreneurship (AGSE) has a strong commitment to research in entrepreneurship, management and associated disciplines. There are currently many PhD theses in progress including research into the commercialisation of Australian research, government policy on the development and performance of small manufacturing businesses, factors influencing strategic alliances in high-tech industries and evaluating the value of training investment. There are also a small number of students undertaking Masters degrees by research.

Career opportunities

This PhD degree is designed to provide training and education to produce graduates with the capacity to conduct independent, advanced research. On completion, the student should be capable of conducting a complex research program without supervision.

Course duration

The minimum duration of candidature is two years full-time or four years part-time, however the expected normal duration is three and a half years full-time or six years part-time.

Structure

Each candidate undertakes an individual research project with two supervisors. Attendance at a Research Methodology course is also required for candidates who have not completed a research Masters/ honours program. A thesis of 100,000 words which makes an original contribution to knowledge must be submitted for examination.

Entry requirements

An appropriate bachelor degree with first class honours from a recognised tertiary institution or a Master degree with a research component. Prior degrees do not have to be in business or related areas. Overseas candidates must hold a Master or Honours degree, deemed by NOOSR to be equivalent to an Australian Master or Honours degree.

Faculty of Business and Enterprise

The Faculty of Business and Enterprise prides itself on offering students, from a variety of backgrounds and entry points, a ladder to employment success in a professional career. Since the early 1960s focus has been on producing graduates who are work ready, and today's senior management ranks are littered with some of the Faculty's best alumni. People such as Mark Korda, founding partner of Australia's top liquidation specialists, Korda M entha, and Michael Langhammer, partner at Pitcher Partners are excellent examples of the way our graduates have made a difference.

The success can be attributed to the quality of the teaching. Each year, Australian university's teaching performance is assessed nationally, and each year courses within the Faculty rank consistently well above the national average on all key teaching criteria. Staff are highly committed and students enjoy an intimate setting, thanks to Swinburne's small campus environment.

Another core achievement is the demonstrated commitment to entrepreneurship as a management discipline. From the world class Australian Graduate School of Entrepreneurship to undergraduate business courses, students are encouraged to embrace the values of innovation and commercialisation, while meeting the needs of the core business professions. We are deeply embedded in international entrepreneurship education and research networks, and our professoriate includes people who are successful entrepreneurs in their own right.

Postgraduate courses stretch from the flagship Master of Entrepreneurship and Innovation program – a dedicated niche course for those with business experience keen for a rapid rise in the competitive world of small business – through to the increasingly popular Master of Accounting courses aimed at students wishing to pursue more conventional management careers.

The Faculty of Business and Enterprise is focused on what matters most: a successful career in an increasingly globalised world.

Application procedure

Application forms are available from the Faculty of Business and Enterprise or can be downloaded from: www.swin.edu.au/fbe/postgrad

International students should contact the International Student Unit on +61 3 9214 8647 or visit the website at: www.swinburne.edu.au/isu/

Further information

Telephone: +61 3 9214 5046
Fax: +61 3 9819 2117
Email: busheh@swin.edu.au
Website: www.swinburne.edu.au/fbe

Accounting

A197H Master of Accounting (Honours)
A197 Master of Accounting (Graduate Entry)
A197N Master of Accounting (Non-Graduate Entry)
A187 Graduate Diploma of Accounting
A177 Graduate Certificate of Accounting

The Master of Accounting program offers participants the opportunity to specialise in Accounting for professional recognition. Accounting is the language of business, and skills are relevant to many areas of professional interest: marketing, economic forecasting, finance, engineering and many others. A knowledge of accounting and finance can help individuals and business organisations understand how to use money (resources) to the best advantage. Gaining and maintaining wealth are important elements in a market economy.

The Master of Accounting (Honours) forms the final stage in a four-stage nested suite of programs incorporating the:

1. Graduate Certificate of Accounting
2. Graduate Diploma of Accounting
3. Master of Accounting (Graduate or Non-Graduate Entry)
4. Master of Accounting (Honours)

The Graduate Certificate of Accounting is designed for students who wish to obtain a sound introduction to concepts and procedures in accounting and finance. The course develops the technical, practical, analytical and creative skills.
necessary to support a successful career in accounting and finance. It provides an entry level into tertiary study and the ability to obtain a tertiary qualification for appropriately qualified candidates.

The Graduate Diploma builds on the skills and knowledge acquired in the Graduate Certificate. Completion with a credit average provides entry into the Master of Accounting.

The Master level builds on the skills and knowledge acquired in the Graduate Certificate and Graduate Diploma. It further develops the analytical and creative skills necessary when dealing with accounting and finance issues within planning and decision making.

Aims & Objectives

At the completion of the course, graduates can expect to:

- Have developed the analytical and creative skills necessary when dealing with accounting and finance issues within planning and decision making.
- Be equipped with suitable skills to continue with further postgraduate study in accounting.

Campus

Hawthorn

Professional recognition

On completion of a Master degree, graduates will become provisional members of CPA Australia and be eligible for admission into the CPA program. Graduates will also be eligible for membership of the Institute of Chartered Accountants in Australia (ICAA).

On successful completion of the Graduate Diploma of Accounting, graduates who hold an accounting qualification from a recognised overseas university or equivalent, are normally eligible for membership of the CPA Australia.

Course duration

Graduate Certificate: one semester full-time or two semesters part-time.

Graduate Diploma: one year full-time or two years part-time.

Master (Graduate Entry): one and a half years full-time or three years part-time.

Master (Non-Graduate Entry): two years full-time or four years part-time study.

Master (Honours): two years full-time or four years part-time.

Structure

The Master of Accounting consists of three or four semesters of full-time study (or part-time study equivalent) depending on whether you have Graduate or Non-Graduate entry. Students with Graduate Entry will be required to complete the twelve core subjects (150 credit points). Students with Non-Graduate Entry will be required to complete a total of 200 credit points that includes the twelve core subjects (150 credit points) and four elective subjects (50 credit points).

The Master of Accounting (Honours) consists of four semesters of full-time study (or part-time study equivalent). All students will be required to complete a total of 200 credit points that will include the subjects in the existing 200 credit point program, that is twelve core subjects (150 credit points) and four elective subjects (50 credit points), which could include the optional Research Methodology and Report (25 credit points).

The award of Master of Accounting(Honours) will be subject to:

1. The successful completion of sixteen subjects (or 200 credit points), and
2. The attainment of a 70% average over the final eight subjects (or 100 credit points) undertaken, or
3. The attainment of a 75% average over the final four subjects (or 50 credit points) undertaken.

A student who completes sixteen subjects (or 200 credit points) but does not satisfy these performance criteria will be awarded the a standard Master of Accounting award.

Students normally enrol for four subjects per semester for full-time study or two subjects per semester for part-time study and will undertake the equivalent of three hours per subject per week.

Full-time students have classes on weekdays for twelve weeks each semester. Classes for part-time students will normally be held between 8.00am and 1.00pm on Saturdays and will be taught in block mode (one subject will be taught for a period of seven weeks, concluding with the examination, followed by the second subject).

Course subjects

Stage 1 - Graduate Certificate

- HBC454 Accounting Principles
- HBC455 Accounting Information Systems
- HBC457 Business Modelling and Analysis
- HBL458 Australian Contract Law

Stage 2 - Graduate Diploma

- HBC529 Corporate Financial Management
- HBC531 Financial Reporting
- HBC532 Managerial Accounting
- HBL528 Australian Company Law

Stage 3 - Master

- HBC614 Company Auditing
- HBC615 Financial Accounting Theory
- HBC616 Income Tax Law
- HBE613 Economics

Stage 4 - Master (Honours)

Students without an undergraduate degree will also need to complete the following subjects:

- HBC617 Financial Risk Management (or approved elective)
- HBC618 Personal Investment (or approved elective)
- HBC622 Research Methodology and Report (or two approved electives), OR
- HBC620 Capital Markets, AND
- HBC619 Strategic Cost Management

Entry requirements

Applicants should normally hold an undergraduate degree in any discipline other than accounting from a recognised university or equivalent institution, or have successfully completed the Graduate Certificate and Graduate Diploma of Accounting.

Non-Graduate entry is available to applicants without tertiary qualifications but who have five years approved work experience.

A special entry provision is available for graduates who hold an overseas qualification in accounting, and are seeking provisional membership of CPA Australia.

International applicants will be required to have an IELTS score of 6.5 or higher with no band less that 6.0.

Human Resource Management

A196 Master of Business in Human Resource Management
A181 Graduate Diploma of Business in Human Resource Management
5801BA Graduate Certificate of Business in Human Resource Management

The Master of Business (Human Resource Management) seeks to provide for the ongoing development of HR practitioners in the areas of organisation behaviour, business strategy and entrepreneurial thinking. Given the current context in which business enterprises operate, all need strategically astute, outcome focused, innovative and entrepreneurial HR practitioners who can demonstrate business acumen.

The Master of Business (Human Resource Management) forms the final stage in a three stage nested suite of programs consisting of:

- Graduate Certificate in Human Resource Management
- Graduate Diploma of Business (Human Resource Management)
- Master of Business (Human Resource Management)

The Graduate Certificate is designed to provide entry level HRM studies for HR practitioners who have not undertaken any formal studies, and managers with an
appropriate level of business experience with a view to assisting them to develop their careers in business. It will provide course participants with knowledge competencies and skills in fundamental HRM functions and activities.

The Graduate Diploma builds on the knowledge and skills gained in the Graduate Certificate and develops high level HR managerial skills. It focuses on the role of HR as part of business strategy.

The Master of Business (Human Resource Management) provides an unique opportunity for students to gain further current, specialised HRM and business knowledge.

Aims & Objectives
At the completion of the course, graduates can expect to have developed advanced skills and knowledge in analysis, strategy, entrepreneurial thinking, and organisational behaviour.

Campus
Hawthorn

Career opportunities
This course provides an avenue for graduates to gain theoretical and practical skills in human resource management and business practices. As many course participants may already be established in a business career, the key vocational outcomes will arise from better job performance and new opportunities opening up for graduates.

Professional recognition
Graduates of this course are eligible for membership of the Australian Human Resources Institute.

Course duration
Graduate Certificate: one semester full-time or one year part-time.
Graduate Diploma: one year full-time or two years part-time.
Master: One and a half years full-time or three years part-time.

Structure
As a nested program, applicants may enter the Master at Stage 1 (Graduate Certificate level) and progress through to Stage 2 (Graduate Diploma level) and Stage 3 (Masters level). However, progress from Stage 2 to 3 will be dependent on the achievement of a credit average or better across both Stages 1 and 2 of the program.

Full-time students take four subjects per semester. Part-time students normally undertake two subjects per semester.

Course subjects
Stage 1 - Graduate Certificate
OH200 Recruitment and Selection
OH300 Human Resource Development
HRM 001 Performance & Reward Management
HRM 002 Employee Relations

Stage 2 - Graduate Diploma
HBH920 HR Manager as Internal Consultant
HBH922 Managing People across Cultures
HBH926 HRM in the Business Environment
HBH927 Leadership and Team Dynamics

Stage 3 - Master
HBH920 Strategic HRM in the Business Context
HBH921 Organisational Context and Dynamics
Either:
HBH922 Strategic Workplace Research Proposal, and
HBH926 Strategic Workplace Research Project
Or:
HBH923 Business Transformation and the Entrepreneurial HR Manager, and
HBH925 Knowledge Management

Entry requirements
To gain admission to the Master program, applicants will be expected to have:
- An approved undergraduate qualification and at least three years’ relevant business experience or, for those without a degree, at least five years relevant work experience at an appropriate level of responsibility to enter the Graduate Certificate program.
- An approved undergraduate qualification with a major in HRM and at least three years of relevant business experience or, for those without a degree, at least five years relevant HRM experience at an appropriate level of responsibility to enter the Graduate Diploma program.
- Applicants who have completed the requirements for the Graduate Diploma with a credit average or better may be admitted to the Master of Business (HRM).

Exemption and RPL policies will vary the entry points.
International applicants will be required to have an IELTS score of 6.5 or higher with no bands less than 6.0.

International Business

A199 Master of Business in International Business
A189 Graduate Diploma of Business in International Business
A179 Graduate Certificate of Business in International Business

The Master of Business (International Business) provides a unique opportunity for students to gain specialised knowledge through coursework or a combination and research to apply their learning in both simulated and real work international business environments.

The Master of Business (International Business) forms the final stage in a three stage nested suite of programs consisting of:
1. Graduate Certificate of Business (International Business)
2. Graduate Diploma of Business (International Business)
3. Master of Business (International Business)

The Graduate Certificate develops the technical, practical, analytical and creative skills to support a successful career in international business. It provides an entry level into tertiary study and the ability to obtain a tertiary qualification for appropriately qualified candidates.

The Graduate Diploma builds on the skills and knowledge acquired in the Graduate Certificate. It further develops the analytical and the technical skills that are necessary when dealing with international business issues.

Aims & Objectives
At the completion of the course, graduates can expect to:
- Have developed a strategic approach and further honed analytical skills to effect change in an international business environment.
- Be equipped to make a suitable contribution to the theory of international business or application in an international business environment.

Campus
Hawthorn

Course duration
Graduate Certificate: one semester full-time or one year part-time.
Graduate Diploma: one year full-time or two years part-time.
Master: one and a half years full-time or three years part-time.

Structure
Students will normally enrol for two subjects per semester. Each semester is of 12 weeks duration with a minimum 2.5 hours of contact time each week or equivalent. In addition to formal class time, students are expected to spend a minimum of the equivalent class contact hours per week in private study, assessment preparation and team project work where applicable.
The Master of Business (Marketing) forms the final stage in a four stage nested suite of programs consisting of:

1. Graduate Certificate of Business (Marketing)
2. Graduate Diploma of Business (Marketing)
3. Master of Business (Marketing)
4. Master of Business (Marketing) (Honours)

The Master program provides an unique opportunity for students to gain specialised marketing knowledge through coursework and then apply and extend that knowledge by researching and preparing a dissertation. In preparing their dissertation, students gain practical experience in research which is one of the most vital aspects of good marketing practice.

### Aims & Objectives

Graduates can expect to have developed advanced analytical and creative skills which are necessary when dealing with marketing issues in planning and decision making.

### Campus

Hawthorn

### Career opportunities

This course provides an avenue for graduates to gain theoretical and practical knowledge of marketing which can be applied in business. As many participants may already be established in a business career, the key vocational outcomes will arise from better current job performance together with new opportunities in the marketing area.

### Course duration

Graduate Certificate: one semester full-time or one year part-time.
Graduate Diploma: one year full-time or two years part-time.
Master: one and a half years full-time or three years part-time.
Master (Honours): two years full-time or four years part-time.

### Structure

Full-time students will enrol in four subjects per semester. Part-time students normally enrol in two subjects per semester. Each semester is of 12 weeks duration. Classes will generally be held outside working hours.

In the Masters component of the program students may complete a research methodology seminar and a dissertation of 25,000 - 30,000 words. The dissertation will be taken over two semesters. Alternatively, students can take three subjects and prepare an Integrative Project in Marketing. This will be taken over one semester and consist of 15,000 - 20,000 words.

The award of Master of Business (Marketing) (Honours) will be subject to:
1. The successful completion of sixteen subjects (or 200 credit points), and
2. The attainment of a 70% average over the final eight subjects (or 100 credit points) undertaken, or
3. The attainment of a 75% average over the final four subjects (or 50 credit points) undertaken.

A student who completes sixteen subjects (or 200 credit points) but does not satisfy these performance criteria will be awarded the a standard Master of Business (Marketing) award.

### Course subjects

#### Stage 1 - Graduate Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBI450</td>
<td>Introduction to International Business</td>
</tr>
<tr>
<td>HBI451</td>
<td>International Trade and Finance</td>
</tr>
<tr>
<td>HBL430</td>
<td>International Commercial Law</td>
</tr>
<tr>
<td>HBM470</td>
<td>International Marketing and Research</td>
</tr>
</tbody>
</table>

#### Stage 2 - Graduate Diploma

All students must complete:

- HBS522 Managing People Across Boundaries
- HBS551 Australian Trade and Investment with the World
- HBS552 Business in Asia, Americas and Europe

And one subject from the following list:

- HAP528 Globalisation: Transformations in World Politics, Economy and Culture
- HAM411 Globalisation; Media & Telecommunications
- HBS550 Trends in International Business
- HBS560 Asian Business Context
- HBS561 European Business Context
- HBS562 International Business in Italian Context
- HBS563 Ethical Issues in International Business
- HBS565 International Investment and Taxation
- HBM528 Entrepreneurship & Innovation in Marketing

#### Stage 3 - Master

**Option 1 - Coursework**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBI550</td>
<td>Trends in International Business</td>
</tr>
<tr>
<td>HBI650</td>
<td>Global Business Strategy</td>
</tr>
<tr>
<td>HBI651</td>
<td>International Case Studies</td>
</tr>
</tbody>
</table>

And one elective chosen from other subjects in the program (refer to Stage 2)

**Option 2 - Coursework and research**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBI650</td>
<td>Global Business Strategy</td>
</tr>
<tr>
<td>HBM620</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>HBI660</td>
<td>Dissertation / Action Research Project (25 credit points)</td>
</tr>
</tbody>
</table>

### Entry requirements

Applicants should normally hold an Australian undergraduate degree in any discipline other than international business from a recognised university or equivalent institution followed by at least three years relevant work experience.

Places will also be available to applicants without a degree but who have at least five years relevant work experience at an appropriate level of responsibility.

### Marketing

- **A195H Master of Business (Honours) in Marketing**
- **A195 Master of Business in Marketing**
- **A186 Graduate Diploma of Business in Marketing**
- **A171 Graduate Certificate of Business in Marketing**

The Master of Business (Marketing) offers participants the opportunity to gain specialist knowledge in marketing. Marketing has become one of the most significant and powerful tools in the world of business and its study is relevant to all areas of business life. A knowledge of marketing can help individuals and business organisations understand how to use their resources to the best advantage in a changing environment.

The Master of Business (Marketing) (Honours) forms the final stage in a four stage nested suite of programs consisting of:

1. Graduate Certificate of Business (Marketing)
2. Graduate Diploma of Business (Marketing)
3. Master of Business (Marketing)
4. Master of Business (Marketing) (Honours)
Stage 3 – Master

Option 1
One of:
- HBM 525 Marketing Decision Tools
- HBM 526 Information Analysis
And:
- HBM 524 Marketing Strategy
- HBM 622 Action Research Project (25 credit points)

Option 2
One of:
- HBM 525 Marketing Decision Tools
- HBM 526 Information Analysis
And:
- HBM 524 Marketing Strategy
One elective subject selected from the list below.

Option 3
One of:
- HBM 525 Marketing Decision Tools
- HBM 526 Information Analysis
And:
- HBM 524 Marketing Strategy
Two elective subjects selected from the list below.

Stage 4 – Master (Honours)
Four elective subjects selected from the list below.

Electives
- HBM 520 Trends in Marketing
- HBM 522 Customer Relationship Management
- HBM 523 eMarketing
- HBM 524 Marketing Strategy
- HBM 525 Marketing Decision Tools
- HBM 526 Information Analysis
- HBM 527 Marketing Process Engineering
- HBM 528 Entrepreneurship & Innovation in Marketing
- HBM 529 Brand Dynamics
- HBM 530 Sales Management
- HBM 620 Research Methodology (only available to students completing HBM 622 or HBM 623)

Any other subjects from Swinburne master programs as approved by the Program Manager, up to a maximum of 25 credit points.

Entry requirements
A degree from a recognised tertiary institution (or approved equivalent). Applicants who do not hold an appropriate qualification but who have considerable relevant business experience may initially be admitted to the Graduate Certificate level.

International applicants will be required to have an IELTS score of 6.5 or higher with no bands less than 6.0. All International applicants should apply through the International Student Unit (ISU). Specific information is available on the web at: www.swin.edu.au/isu

Professional Practice

A172 Graduate Certificate of Business in Professional Practice

This course aims to enhance graduate employability by further developing the skills and attributes sought by employers, and facilitating the transfer of the learning to the workplace. It also aims to raise students’ awareness of their own professional strengths and weaknesses, assist with career planning, and instil a desire for continuous lifelong learning.

Aims & Objectives
The Graduate Certificate of Business in Professional Practice aims to instil a sound understanding of a desired range of employability skills and attributes sought by employers. These employability and graduate attributes are listed below:
- Communication
- Professional values and ethics
- Self awareness and reflection
- Desire for continuous learning
- Planning and organisation
- Teamwork
- Problem solving, initiative and resourcefulness
- Leadership
- Innovative and entrepreneurial
- Flexible and different environments
- Professional and technical

Campus
Hawthorn

Course duration
One semester full-time or two semesters part-time.

Structure
Students must successfully complete a minimum of 50 credit points. This is equivalent to one semester of full-time study at graduate level. Full-time students will normally enrol for four subjects per semester. Each semester is of 12 weeks duration with 2.5 hours of class contact time each week. In addition to formal class time, students are expected to spend a minimum of the equivalent class contact hours per week in private study, assessment preparation and team project work where applicable.

The Graduate Certificate of Business (Professional Practice) comprises two core subjects (25 credit points) and elective subjects (25 credit points).

Course subjects
Core subjects
- HAT 400 Professional Communication Skills
- HBG 400 Strategic Employment Planning

Elective subjects
- HAT 401 Applied Communication
- HBG 401 Applied Project Management
- HBG 402 Individual, Group and Organisational Behaviour
- HBG 403 New Ventures for Professionals
- HBG 404 Attributes for Employability
- HBG 405 Professional Attributes

Entry requirements
Applicants should normally hold an undergraduate degree in any discipline from a recognised university or equivalent institution. Applicants without an undergraduate degree but with substantial relevant industry experience may be admitted to the course, subject to approval of the Selection Officer.
Aims & Objectives
The Graduate Diploma of Business in Research Methodology aims to give students research skills necessary to enter a Masters by Research or Doctorate program.

Course duration
One year full-time or equivalent part-time

Course subjects
HBG500 Business Research Methodology
HBG511 Current Issues in Business: Advanced Reading Unit
HBG510 Business Research Project

Entry requirements
A degree of an appropriate level from a recognised tertiary institution or approved equivalent.

Research Methodology
A188 Graduate Diploma of Business in Research Methodology
The Graduate Diploma of Business in Research Methodology is designed as a bridging course for students with an undergraduate qualification, but without substantial research experience, who wish to enter either a Masters by Research or Doctoral program. Participants will be exposed to academic research and presentation techniques which will assist them in gaining entry into a Masters by Research or Doctoral program.

Aims & Objectives
The Aims and Objectives of the Graduate Diploma of Business in Research Methodology are as follows:

- Strengthened their ability to conceptualise the complex relations between foresight and strategy in organisations.
- Deepened their understanding, through reflective experience, of how they might manage themselves as applied foresight practitioners in the role of leaders, managers, consultants or researchers when they engage in these professional roles.
- Explored ways of working collaboratively in order to understand and contribute to personal and organisational responses to complexity, uncertainty and turbulence in the 21st century environment.
- Become equipped to provide effective foresight capabilities of positive and continuing use to organisations.
- Become equipped to discern the many organisational opportunities that attend the complex processes of globalisation, social change and technical innovation.
- Established the foundations for study at the level of Professional Doctorate in Strategic Foresight.

Campus
Hawthorn

Career opportunities
Employment in foresight and strategy within a range of organisations.

Professional recognition
Graduates will be eligible for membership of the World Futures Studies Federation (WFSF). The Federation may also grant the status of Fellow to practitioners in advanced professional standing.

Course duration
Graduate Certificate: one year part-time.
Graduate Diploma: two years part-time.
M.aster: three years part-time.

Structure

- Stage 1 – Graduate Certificate
- Stage 2 – Graduate Diploma
- Stage 3 – Master of Science

Aims & Objectives
Aims and Objectives of the Graduate Diploma of Business in Research Methodology are as follows:

- Developed their skills and capacities as practitioners in the field who are committed to improving the foresight capability of organisations through understanding, developing and successfully applying coherent forward views.
- Developed ‘higher order thinking’ (or meta-learning) about developing human and organisational capacities to carry out productive foresight work.

Course subjects
Stage 1 - Graduate Certificate
HSF601 Introduction to the Knowledge Base of Futures Studies and Foresight
HSF612 Foresight Methodologies 1
HSF622 Implementing Foresight
HSF631 Dimensions of Global Change

Stage 2 - Graduate Diploma
HSF712 Foresight Methodologies 2
HSF721 Outlook for the 21st Century
HSF731 Integral Futures Frameworks

HSF712 Foresight Methodologies 2
HSF721 Outlook for the 21st Century
HSF731 Integral Futures Frameworks

HSF712 Foresight Methodologies 2
HSF721 Outlook for the 21st Century
HSF731 Integral Futures Frameworks

Swinburne University of Technology | Postgraduate Course Handbook 2005
HSF751 Specialist Topic or Intervention Project
Students may replace one or both of HSF731 and HSF751 with selected subjects from the MBA and MIE offered through the Australian Graduate School of Entrepreneurship.

Stage 3 - Masters
HSF812 Advanced Professional Practice
HSF813 Specialist Topic or Intervention Project 1
HSF814 Sustainability and the Triple Bottom Line
HSF815 Specialist Topic or Intervention Project 2

Entry requirements
A degree from a recognised tertiary institution, or approved equivalent, and appropriate advanced work experience. Candidates who do not hold a degree but have significant work experience may initially be enrolled in the Graduate Certificate level.

Higher Degrees by research
A003 Doctor of Philosophy
Graduates who hold a Bachelor degree and who have shown a high standard of academic achievement in that course may be admitted to candidature for the degree of Doctor of Philosophy. The higher degree programs currently available require the presentation of a major thesis based on original research, investigation or development work, carried out either within Swinburne or externally, providing that adequate facilities and supervision can be arranged. External work can be carried out in an approved industrial, governmental, educational or research organisation.

Aims & Objectives
The PhD degree provides training and education with the objective of producing graduates with the capacity to conduct research independently at a high level of originality and quality. The student ought to be capable, by the end of his/her candidature, of conceiving, designing and carrying to completion a research program without supervision. The PhD candidate should uncover new knowledge either by the discovery of facts, the formulation of theories or the innovative re-interpretation of known data and established ideas.

Campus
Hawthorn

Course duration
The expected normal duration of candidature is three and a half years full-time or six years part-time.

Structure
Candidates normally undertake research at Swinburne for the appropriate duration and, especially part-time candidates and those based in industry, must be able to demonstrate to the satisfaction of the Committee that they are able to meet with their supervisors in person to discuss progress at least once every calendar month or have made satisfactory arrangements for discussion to occur by other means e.g. via email.

All candidates are expected to demonstrate satisfactory progress on an annual basis. To be assessed for a Doctor of Philosophy, candidates must present a major thesis based on original research, investigation or development work carried out under Swinburne staff supervision either at Swinburne or externally.

Entry requirements
Applicants should have a Bachelor's degree or honours (1st or 2nd class) or the equivalent in a discipline appropriate to the proposed area of study. The level of academic achievement in prior studies should be of a very high standard. Other relevant activities, including work experience, will be taken into account in assessing applications.

Application procedure
Applicants should initially consult with Professor Miles G Nicholls, Deputy Head (Research), Faculty of Business and Enterprise, telephone +613 9214 8605 to discuss their proposed research direction and to determine that appropriate resources and facilities are available for the supervision of the proposed research.

Application forms can then be obtained by contacting the Swinburne Graduate Research School (SGRS) or downloaded from the SGRS website at: www.swin.edu.au/research/f-grad.htm and can be submitted at any time of the year.

A193 Master of Business
The Faculty of Business and Enterprise offers the degree of Master (by research and thesis) on a full-time or part-time basis. The Statute for the degree of Master (by research and thesis) sets out the regulations governing this qualification. See website: www.swin.edu.au/research/welcome.htm under Research Policy.

Aims & Objectives
The Masters by Research degree generally has the objective of training students in research methodology and techniques and in their critical evaluation, appropriate to their field of study, and in the application of such methodology by conducting a specified program of research under appropriate supervision. In addition, this degree requires training in analysing the literature and debate in the substantive area of the thesis topic at an advanced level.

Campus
Hawthorn

Course duration
Two years full-time or four years part-time.

Structure
The candidate's research program must be such as to ensure the likelihood of completion of a thesis within the specified time. Candidates normally undertake the research at Swinburne for the appropriate duration and (especially part-time candidates and those based in industry) must be able to demonstrate to the satisfaction of the Faculty of Business and Enterprise Research Committee and the Higher Degrees Committee that they are able to meet with their supervisors in person to discuss progress at least once every calendar month or have made satisfactory arrangements for discussion to occur by other means (e.g. email). All candidates are expected to demonstrate satisfactory progress on an annual basis. To be assessed for a Master by Research, candidates must present a major thesis based on original research, investigation or development work carried out under Swinburne staff supervision either at Swinburne or externally.

Entry requirements
Applicants should have at least a Bachelor's degree or the equivalent in a discipline appropriate to the proposed area of study. The level of academic achievement in prior studies must be of a high standard. Other relevant activities including work experience will be taken into account in assessing applications.

Application procedure
Applicants should initially consult with Professor Miles G Nicholls, Deputy Head (Research), Faculty of Business and Enterprise on +613 9214 8605 to discuss their proposed research direction and to determine that appropriate resources and facilities are available for the supervision of the proposed research. Application forms can then be obtained by contacting the Swinburne Graduate Research School (SGRS) or downloaded from the SGRS website at: www.swin.edu.au/research/f-grad.htm and can be submitted at any time of the year.
Faculty of Design

Design impacts on all aspects of our culture. In everything, from the minutiae of everyday life through to matters of a broader social and economic sweep, there are elements of design. With this in mind, design teaching and research activities have a strong industry focus that permeates every program – communication design, interior design, industrial design, multimedia design, product design engineering, and film and television.

Swinburne has longstanding links with industry and relevant professions, and our small size allows us to respond quickly to their needs. In recent years a multimedia design program was established, in 2004 we launched a new film and television school with a digital postproduction focus, and our unique product design engineering program was set up with the Faculty of Engineering and Industrial Sciences in response to the need for designers who can take the initial concept of a product through to the manufacturing stage.

Changing demands, technology and an increasingly complex professional design environment has seen a burgeoning of postgraduate activity in design studies. Postgraduate studies again reflect our emphasis on industry focused learning, with industry and project-based work favoured over the traditional thesis as the learning and assessment mechanism.

Our designers are involved in a cooperative research centre that links high end science and technological research with design, giving a clear indication of the potential for design and the capacity to value-add to traditional hi-tech endeavours.

We work actively on locating design as a mainstream discipline that sits comfortably alongside the sciences and business. For example we are working closely with the Victorian Government in its innovation and design strategy.

The National Institute for Design Research (NIDR) was established in 2003 as a focal point for industry-relevant, innovative design research and postgraduate education. It is the only one of its kind in the Southern Hemisphere and undertakes a range of specialist research projects in areas such as information design, brand development and communication strategies. Its involvement in the Cooperative Research Centre for Innovative Wood Manufacturing places it at the cutting-edge of technology supported design developing new products and material applications for the Australian furniture and timber industries.

Application procedure

Applications should be directed to the Faculty of Design.

Further information

Telephone: +61 3 9214 6755
Fax: +61 3 9521 2665
Email: NIDenquiry@swin.edu.au
Website: www.swinburne.edu.au/design

Communication Design

DMCD30 Master of Design in Communication Design
DMCD31 Graduate Diploma of Design in Communication Design
DMCD32 Graduate Certificate of Design in Communication Design

The Master of Design (Communication Design) provides a program of advanced study for designers wishing to achieve higher specialisation in communication design, preparing them well to meet the increasing demands of the design industry. The program offers advanced understanding of how communication design projects, including branding programs and information design, are developed and executed in contemporary design practice. Students gain insight into business strategic planning from the client’s perspective, allowing them to develop an awareness of client’s needs in relation to design services. The program challenges participants to refine design deliverables to an advanced level, and gives guidance in how to present and document design proposals in a creative, professional, and visually effective way.

Campus

Prahran

Career opportunities

Graduates may find work in design consultancies, advertising, publishing, merchandising, information technology companies and government instrumentalities.

Professional recognition

Graduates are eligible for associate membership of the Design Institute of Australia, the Australian Graphic Design Association, ICOGRADA (International Council of Graphic Design Associations).

Course duration

Graduate Certificate: one semester full-time or one year part-time.
Graduate Diploma: one year full-time or two years part-time.
Master: two years full-time or four years part-time.

Structure

The Master of Design (Communication Design) is a nested program incorporating the Graduate Diploma of Design (Communication Design) and Graduate Certificate (Communication Design). There are three ways to undertake the Master of Design (Communication Design) based on experience, time and interest.

Coursework (Mode 1)

The Coursework mode is a combination of structured skills acquisition, design investigation and work on applied design projects (group and individual). The program has a four semester, coursework format, offering enhanced knowledge and experience in communication design, design management, and creative strategies. In keeping with international practice in both postgraduate design education and the design industry, the knowledge and skills acquired are integrated within practical design projects.

The Design Centre (Mode 2)

The Faculty’s Design Centre offers a program of experiential learning in design practice. The Design Centre is a working design studio that undertakes innovative design projects with real clients. The Centre gives students the opportunity to develop and apply vocationally related skills and advanced communication design techniques to the development of commissioned projects, allowing you to develop a professional portfolio. Participants work in small creative teams and all have the opportunity to take on the role of team leader during the semester. Involvement in the work of the studio is for three days per week for a 20 week semester. Additional classes run for seven hours per week for 12 weeks of the semester.

Independent Communication Design Projects (Mode 3)

Where applicants can demonstrate significant industry experience and their own professional context, mode three offers select applicants the opportunity to explore single, independent design projects under the guidance of a design adviser.

Course subjects

This course is under review and the following study sequence should only be used as a guide.

MODE 1

Graduate Certificate
Stage 1
HDC511 Communication Design Research 7 (25 cps)
HDC512 Design Communication Studio 7
HDC513 Creative Strategy Projects

Graduate Diploma
Stage 2
HDC621 Communication Design Research 8 (25 cps)
HDC622 Design Communication Studio 8
HDC623 Communication Design Strategy Projects

Master of Design
Stage 3
HDC711 Communication Design Technology 1
DMDS31 Graduate Diploma of Design in Design Studies

This program provides designers with an opportunity to gain new skills and knowledge in design, and allows designers and design educators to enhance their knowledge of their subject area. It also offers an alternative coursework Graduate Diploma stream leading to the Master of Design in Communication Design, Master of Design in Furniture Design, Master of Design in Industrial Design, Master of Design in Interior Design.

Aims & Objectives

The program aims to provide relevant extension work in the areas of design practice and technology to individuals who work in design related fields or have existing design qualifications. It has been developed to enable them to upgrade their professional skills and design awareness. Candidates would be expected to demonstrate an independent approach to developing knowledge or understanding in design through their design research/thesis project.

Campus

Prahran

Professional recognition

This course has been developed in consultation with the Graphic Communication Teachers Association and the Technology Education Teachers Association of Victoria (TETAV).

Course duration

One year full-time or two years part-time.

Structure

The Graduate Diploma of Design in Design Studies course will operate under a student workload model based on 100 credit points for a full-time academic year. To qualify for the award the student must complete, or have been granted exemption for, the subjects listed below. Students choose between subjects focussing on Design Practice and Technology or Design Practice and Research.

Course subjects

Stage 1

Design Studio 1
HDDS511A Design Communication Studio 7
HDDS511B Group Multimedia Project 7
HDDS511C Studio Practice 7
HDDS511D Studio Practice 7
Choose Design Technology 1, Design Technology 2, or Design Research 1

Design Technology 1
One of the following:
HDDS512A Multimedia Design
HDDS512B Industrial Design
HDDS512C Interior Design

Design Technology 2
One of the following:
HDDS513A Multimedia Design
HDDS513B Industrial Design
HDDS513C Interior Design

Design Research 1
One of the following:
HDDS514A CD Hons Research 7
HDDS514B ID Hons Research 7
OR both of the following 12.5 credit point subjects:
HDDS514D Multimedia Design Technology 7
HDDS514E Individual Design Technology 7

Stage 2

Design Studio 2
One of the following:
HDDS521A Design Communication Studio 8
HDDS521B Group Multimedia Project 8
HDDS521C Studio Practice 8
HDDS521D Studio Practice 8
Choose Design Technology 3, Design Technology 4, or Design Research 2.
Design Technology 3
One of the following:
HDDS522A Multimedia Design
HDDS522B Industrial Design
HDDS522C Interior Design
Design Technology 4
One of the following:
HDDS523A Multimedia Design
HDDS523B Industrial Design
HDDS523C Interior Design
Design Research 2
One of the following:
HDDS524 CD Hons Research 8
HDDS524B ID Hons Research 8
OR both of the following 12.5 credit point subjects:
HDDS524D Multimedia Design Technology 8
HDDS524E Individual Design Technology 8

Entry requirements
A degree or diploma in art or design from a recognised tertiary institution or substantial experience in the design industry (normally five years).

Industrial Design
DMID30 Master of Design in Industrial Design
DMID31 Graduate Diploma of Design in Industrial Design

The Master of Design (Industrial Design) program incorporates the Graduate Diploma of Design (Industrial Design) and provides advanced study suitable for designers who wish to achieve higher specialisation in this discipline. It aims to prepare participants to meet the increasing demands of the design industry. In keeping with international practice in both postgraduate design education and the design industry, the program structure is project-based, and will be conducted under the guidance of a design mentor. This enables knowledge/skills to be acquired and integrated within practical design projects.

The program also recognises, that over recent decades, the practice of design and its social and economic uses have become increasingly complex, interrelated and subject to change. While reflecting the design interests of the NIDR, the program of study is structured to adapt to the changing nature of design and to accommodate the specific needs of different groups of students. For example, Information Design is currently an important field of interest and development across design, as is the application of design to digital contexts. Similarly, the needs of an ageing population and critical issues of sustainability pose emerging challenges for design. A feature of this program is the Introductory Program, an intensive sequence of seminars and workshops in which key skills, knowledge, and ideas are introduced.

The Introductory Program comprises three major streams of information. One will focus on design methods. The second will explore a contained set of themes and questions of high relevance to an aspect or aspects of contemporary design practice, including the expression of design in an advanced technological context. The presentation of this core content will be notable for drawing on the expertise of leading designers, and other experts in relevant fields. The third stream will emphasise design management and entrepreneurship. In developing their projects students will be challenged to consider how contemporary design reflects and responds to new technological developments, shifting demographics and the changing nature of everyday life, and how it might predict changing needs and uses in design and be realised in actual terms.

The nature of the Introductory Program recognises the need for flexible modes of delivery. It can be offered as an intensive unit, delivered over a number of weeks, or as a sequence of daytime, evening or weekend seminars. International students, however, are required to undertake the course on a full-time basis.

Campus
Prahran

Course duration
Graduate Diploma: one year full-time or two years part-time.
Master: two years full-time or four years part-time.

Structure
Although the course may be taken in a limited attendance mode, all students will be required to attend the NIDR for the Introductory Program at the beginning of the course. For students developing their own design projects, attendance would also usually be required for the first four weeks of Design Project 2 and the Major Design Project to establish the parameters of the project with their mentor.

The course operates to a student workload model of 50 credit points per semester of full-time study. It is structured into three supervised Design Projects, as follows:

- Project 1 is undertaken in Semester 1, and will incorporate knowledge and skills relevant to the specific discipline area (50 credit points).
- Project 2 is undertaken in Semester 2, and will incorporate further knowledge and skills relevant to the specific discipline area (50 credit points).
- Finally, the major Design Project in Semesters 3 and 4 will combine, at an advanced level, the knowledge and skills previously acquired (100 credit points).

Accompanying each Design Project will be a Project Document of appropriate scale and content, demonstrating the parameters of the project's investigation. Each Design Project will be assessed at the end of the relevant semester in an exhibition format or via other appropriate media. The Project Document will be assessed as an integral part of the Design Project. It will be a permanent visual and written record that describes intent as appropriate to the project. The Project Document may encompass the design methods and intellectual processes that have been followed in realising the design. It must include reasoned representation of the rationale for key design decisions, and document the contextual frameworks in which those decisions were made, whether these be technological, commercial, aesthetic, theoretical, cultural or social. It should include a list of references.

The course permits flexible entry and exit for local students. Enrolment in the course can be on a semester by semester basis, and in either a full-time or part-time mode. As such, a student may complete Semester 1, the first Design Project, and return at a later date to undertake Semester 2, etc. Qualification exit points are available, as follows:

Graduate Diploma in Design: Completion of Semesters 1 and 2 (Design Projects 1 and 2) and Project Documents of appropriate scale and content (100 credit points).
Master of Design: Completion of Semester 4; Design Projects 1, 2 and 3 and a Project Document of appropriate scale and content (200 credit points).

Course subjects
Year 1 - Graduate Diploma
Semester 1
HDM 501 Design Project One (50 credit points)
Semester 2
HDM 502 Design Project Two (50 credit points)
OR
Completion of the Graduate Diploma of Design in Design Studies (100 credit points)
Year 2 - Master
Semesters 3 & 4
HDM 601 Major Design Project (100 credit points)

Entry requirements
A degree or diploma in design from a recognised tertiary institution or substantial experience in the design industry or design education (normally five years). Students admitted to the course who have completed an Honours year in a design discipline will be eligible for exemption of the first two semesters of the program.
Interior Design

DMINTD30 Master of Design in Interior Design
DMINTD31 Graduate Diploma of Design in Interior Design

The Master of Design (Interior Design) incorporating the Graduate Diploma of Design (Interior Design) provides a program of advanced study suitable for designers who wish to achieve higher specialisation in this discipline. It aims to prepare participants to meet the increasing demands of the design industry. In keeping with international practice in both postgraduate design education and the design industry, the program structure is project-based, and will be conducted under the guidance of a design mentor. This enables knowledge/skills to be acquired and integrated within practical design projects.

The program also recognises, that over recent decades, the practice of design and its social and economic uses have become increasingly complex, interrelated and subject to change. While reflecting the design interests of the NIDR, the program of study is structured to adapt to the changing nature of design and to accommodate the specific needs of different groups of students. For example, Information Design is currently an important field of interest and development across design, as is the application of design to digital contexts. Similarly, the needs of an ageing population and critical issues of sustainability pose emerging challenges for design. A feature of this program is the Introductory Program, an intensive sequence of seminars and workshops in which key skills, knowledge, and ideas are introduced.

The Introductory Program comprises three major streams of information. One will focus on design methods. The second will explore a contained set of themes and questions of high relevance to an aspect or aspects of contemporary design practice, including the expression of design in an advanced technological context. The presentation of this core content will be notable for drawing on the expertise of leading designers, and other experts in relevant fields. The third stream will emphasise design management and entrepreneurship. In developing their projects students will be challenged to consider how contemporary design reflects and responds to new technological developments, shifting demographics and the changing nature of everyday life, and how it might predict changing needs and uses in design and be realised in actual terms.

The nature of the Introductory Program recognises the need for flexible modes of delivery. It can be offered as an intensive unit, delivered over a number of weeks, or as a sequence of daytime, evening or weekend seminars. International students, however, are required to undertake the course on a full-time basis.

Campus
Prahran

Course duration
Graduate Diploma: one year full-time or two years part-time.
Master: two years full-time or four years part-time.

Structure
Although the course may be taken in a limited attendance mode, all students will be required to attend the Faculty of Design for the Introductory Program at the beginning of the course. For students developing their own design projects, attendance would usually also be required for the first four weeks of Design Project 2 and the Major Design Project to establish the parameters of the project with their mentor.

The course operates to a student workload model of 50 credit points per semester of full-time study. It is structured into three supervised Design Projects, as follows:

- Project 1 is undertaken in Semester 1, and will incorporate knowledge and skills relevant to the specific discipline area (50 credit points).
- Project 2 is undertaken in Semester 2, and will incorporate further knowledge and skills relevant to the specific discipline area (50 credit points).
- Finally, the major Design Project in Semesters 3 and 4 will combine, at an advanced level, the knowledge and skills previously acquired (100 credit points).

Accompanying each Design Project will be a Project Document of appropriate scale and content, demonstrating the parameters of the project's investigation. Each Design Project will be assessed at the end of the relevant semester in an exhibition format or via other appropriate media. The Project Document will be assessed as an integral part of the Design Project. It will be a permanent visual and written record that describes intent as appropriate to the project. The Project Document may encompass the design methods and intellectual processes that have been followed in realising the design. It must include reasoned representation of the rationale for key design decisions, and document the contextual frameworks in which those decisions were made, whether these be technological, commercial, aesthetic, theoretical, cultural or social. It should include a list of references.

The course permits flexible entry and exit for local students. Enrolment in the course can be on a semester by semester basis, and in either a full-time or part-time mode. As such, a student may complete Semester 1, the first Design Project, and return at a later date to undertake Semester 2, etc. Qualification exit points are available, as follows:

Graduate Diploma in Design: Completion of Semesters 1 and 2 (Design Projects 1 and 2) and Project Documents of appropriate scale and content (100 credit points).
Master of Design: Completion of Semester 4: Design Projects 1, 2, 3 and 3 and a Project Document of appropriate scale and content (200 credit points).

Course subjects
Year 1 – Graduate Diploma
Semester 1
HDM 501 Design Project One (50 credit points)
Semester 2
HDM 502 Design Project Two (50 credit points)
OR
Completion of the Graduate Diploma of Design in Design Studies (100 credit points)
Year 2 – Master
Semesters 3 & 4
HDM 601 Major Design Project (100 credit points)

Entry requirements
A degree or diploma in design from a recognised tertiary institution or substantial experience in the design industry or design education (normally five years).

Students admitted to the course who have completed an Honours year in a design discipline will be eligible for exemption of the first two semesters of the program.

Multimedia Design

DMMD30 Master of Design in Multimedia Design
DMMD31 Graduate Diploma of Design in Multimedia Design
DMMD32 Graduate Certificate of Design in Multimedia Design

The Master of Design (Multimedia Design) incorporates the Graduate Diploma of Design (Multimedia Design) and Graduate Certificate of Design (Multimedia Design). It aims to produce graduates with advanced understanding of interactive design, design and production for time and sequence, and design for new convergent media. While responding to the primary role of technology in contemporary design practice, the program focuses on understanding communication strategy and the context for design. The nature of teaching and learning encourages students to become informed designers and to develop the visual and conceptual approaches that produce compelling design. These include the examination of current and best practice in relevant design areas, and understanding design’s broad social, cultural and technological frameworks.

Furthermore, while design outcomes usually reflect industry needs, the program challenges students to investigate the ways in which visual imagery and messages can be meaningful to general audiences.

A key principle underpinning this program is that it is available in three delivery modes, each relating to a specific category of need and the particular circumstances of the students. The outcomes will be the same in quality and rigour and similar in content but arrived at through whichever mode is most suitable (and desirable) to the student, and which is negotiated at the time of enrolment.
Mode 1

Mode 1 is a coursework program with emphasis on structured skills acquisition, design investigation and applied design projects. The program has a four semester, coursework format, offering enhanced knowledge and experience in multimedia design, design management, creative strategies, and diverse multimedia design technologies. Skills and knowledge gained are assessed on the basis of their successful application in assigned projects.

Design studios are the major focus of the program. Participants attend formal presentations and discuss a variety of topics related to professional practice, and the social and cultural frameworks of multimedia design. The design studio is the context for participants to meet, work, problem solve, share ideas, plan, and receive feedback. The delivery of the course is thus modelled on the types of activities and exchanges that take place in the design studio, including both individual and group projects. Individual projects allow students to explore their own creative vision and interests while demonstrating their individual design strengths and technical specialisations. Group projects recognise that multimedia design projects involve a range of technical abilities and design expertise. It is also a social process that requires the development of effective project management and collaboration skills.

In each subject issues relevant to the contemporary design and media context provide the focus for design investigation. Technology tutorials are provided to assist participants in developing design projects. Each semester, a specific area of technology is introduced to support project work and to build cumulative knowledge.

Mode 2

Mode 2 offers a program of experiential learning in advanced practice in the NIDR Design Research Centre. The Design Research Centre is a working design studio that undertakes innovative design projects, especially where advanced multimedia design outcomes are achieved through the planned, systematic collection, analysis and interpretation of research information. The Centre is the context where students develop their knowledge and understanding of client liaison, brief taking, contract reporting, supervision and coordination of suppliers, preparation of written quotations and creative proposals, project and production management, group leadership, concept presentation to clients, and marketing. It also affords students the opportunity to apply professionally related skills and advanced multimedia design techniques to the development of complex projects. Projects may include both commissioned projects and self-determined projects.

Mode 3

Mode 3 allows candidates to replace a semester of Mode 2 with a single, independent project (50 credit points) under the guidance of a design adviser assigned by the Faculty. This may be negotiated in circumstances where candidates can demonstrate significant industry experience and their own professional context. This mode may be negotiated for more than one semester and is dependent on the approval of the M ultimedia Design Program Coordinator and the Faculty’s Academic Director.

Where it is considered appropriate, students may move from one mode of study to the other with the approval of the Multimedia Design Program Coordinator and the Institute’s Academic Director. In specific instances and again with the approval of the M ultimedia Design Program Coordinator and the Institute’s Academic Director students may take a subject offered in another discipline of the NIDR in place of a subject offered in this program.

Campus

Prahran

Career opportunities

Graduates will possess broad based knowledge and specialist skills that will enable them to work at many levels in design consultancies, information technology companies, media and entertainment studios, advertising agencies and government instrumentalties.

Professional recognition

Graduates are eligible for membership of the Australian Graphic Design Association (AGDA), membership of multimedia Industry Network (mmIN) and associate membership of the Design Institute of Australia (DIA).

Course duration

Graduate Certificate: one semester full-time or one year part-time.
Graduate Diploma: one year full-time or two years part-time.
Master: two years full-time or four years part-time.

Structure

The Master of Design (Multimedia Design) course will operate under a student workload model based on 100 credit points for a full-time academic year. To qualify for the award the student must complete, or have been granted exemption for, the subjects shown in either variant of the degree as described in section 2.6.1.

The skills acquisition component of the course is delivered by intensive teaching and is developed to assist work undertaken in individual and group projects. In each semester the major component of the program is based on a collaborative group project undertaken by small teams of students. This mirrors industry practice. There is also a minor individual project to be undertaken each semester.

Accompanying each design project is a Project Document comprising visual evidence of design investigation and discussion of design rationale of approximately 3,000 words.

The course is under review and the subjects listed below should be used as a guide only.

MODE 1

Graduate Certificate
Stage 1
HDM511 Multimedia Design Technology 1
HDM512 Individual Multimedia Design Project 1
HDM513 Group Multimedia Design Project 1

Graduate Diploma
Stage 2
HDM621 Multimedia Design Technology 2
HDM622 Individual Multimedia Design Project 2
HDM623 Group Multimedia Design Project 2

Master of Design
Stage 3
HDM711 Multimedia Design Technology 3
HDM712 Individual Multimedia Design Project 3
HDM713 Group Multimedia Design Project 3

Stage 4
HDM721 Multimedia Design Technology 4
HDM722 Individual Multimedia Design Project 4
HDM723 Group Multimedia Design Project 4

MODE 2

Graduate Certificate
Stage 1
HDM511 Group Multimedia Design Project 1
HDM5PP Multimedia Design Professional Practice 1

Graduate Diploma
Stage 2
HDM623 Group Multimedia Design Project 2
M DM6PP Multimedia Design Professional Practice 2

Master of Design
Stage 3
HDM713 Group Multimedia Design Project 3
HDM71PP Multimedia Design Professional Practice 3

Stage 4
HDM723 Group Multimedia Design Project 4
HDM72PP Multimedia Design Professional Practice 4

MODE 3

All students enrolled in Mode 3 of the Master of Design (Multimedia Design) will be required to join the sequence of Design Research Methods & Issues seminars run by NID in the first four weeks of Semester Two in their first semester of study. These seminars will normally form part of Individual Design
Project 1 or Individual Design Project 3 if the student is granted advanced standing.

**Graduate Certificate**

Stage 1
- HDM500 Individual Design Project 1

**Graduate Diploma**

Stage 2
- HDM600 Individual Design Project 2

**Master of Design**

Stage 3
- HDM701 Individual Design Project 3

Stage 4
- HDM702 Individual Design Project 4

**Entry requirements**

Satisfactory completion of an appropriate degree or honours degree and/or relevant industrial experience. Or, have such other qualifications or experience, which in the opinion of the Selection Committee, are of a satisfactory standard and are suitable preparation for entry to this program at an appropriate level.

### Professional Doctorate

**DPD90 Professional Doctorate in Design**

The Professional Doctorate in Design is an innovative program of advanced study intended to meet the professional needs of experienced designers in industry and education. Its focus is on the new emergent electronic media and their creative application within the fields of design. These have wide application across the entire range of design professions, and are equally relevant to professionals working in communication and multimedia design, product and industrial design, and interior and exhibition design. The course is therefore applicable to all design fields. Its project-based structure allows the designer to pursue a research goal appropriate to their discipline, while using digital technology to better achieve that goal. As a design doctorate, the emphasis is firmly on design, with the new digital technology acting as both a facilitator and a channel for professional development.

Four distinctive features underlie the course: Firstly, the evolution of digital communications has revolutionised design practice in all fields of industry-related design. The pace of technological change is such that for those working in design there is a pressing need to stay abreast of current developments. In addition, the new technologies offer opportunities for design. For example, multimedia design, web site design and digital video did not exist a decade ago, but are now major areas of employment within the design field. Similarly, sophisticated 3-D modelling and animation techniques have revolutionised the design process in product and industrial design, and interior design.

The broad areas of digital technology available within the Faculty of Design are: Design for Electronic Media-multimedia and web site design cover:
- The organisation of information, navigation and interface design.
- Design issues and the optimisation of visual images in these media.
- HTML and the World-Wide-Web. Digital Video covers production, on-line video editing, narrative structure, and special effects.

**Design for Digital Print Media**

Digital print media covers:
- Graphic design, visual communication and digital media in publishable form.
- Image creation, colour standards, digital typeface design and production processes.
- Current and future directions in software and publishing.

**3-D Modelling and Product Visualisation**

3-D modelling and visualisation cover:
- Digital rendering and modelling.
- Lighting, texture, animation and movement.
- Techniques of professional presentation.

Secondly, the course recognises the practice of design as a legitimate form of research. That is, it consists of creative work undertaken in a systematic manner leading to the generation of new design ‘knowledge’ i.e. ideas, images, processes and products. Such knowledge and skill acquisition are integrated within design practice, and viewed as integral components of practical design projects. This project-based structure reflects international practice in both the design industry and education; with the knowledge and skills to be acquired being those of emerging significance to the profession within a world market.

Thirdly, in keeping with the Professional Doctorate as a research degree, central features of the PhD will be retained, namely, the roles of the supervisor and external examiner. Each student will be assigned a supervisor(s), as in a PhD, who will guide the student and agree on the details of the program to be followed. The supervisor(s) will have responsibility for the student over the duration of the course. Two external examiners will assess the Major Design Research Project, determining the candidate’s contribution to the advancement of knowledge in their field of practice.

Fourthly, the first semester of the degree recognises that formal knowledge of advanced research methods has not been part of the educational experience of designers until recently. In addition, designers usually hold a Masters degree by coursework rather than research. The subject Advanced Research Methods develops a candidate’s knowledge and understanding of advanced strategies for information seeking, for the critical appraisal of research sources, both design-based and written, project delivery, and the major positions on the nature of design research. The subject also incorporates a program of guided research to assist candidates in framing a specific research question by establishing what is and is not known about an area of design, identifying areas of controversy or limitation in the field, and the designation of appropriate research methods.

### Campus

Prahran

**Course duration**

Three years full-time.

**Structure**

Students undertake Advanced Design Research Methods in the first semester, followed by five semesters of supervised research. The Advanced Design Research Methods subject will guide candidates in the development of an advanced research proposal relevant to the student's discipline and incorporating new digital technology. This will include a full induction program covering:
- the rationale and structure of the course
- academic requirements and assessment, and
- design research methods, leading to
- the development of an advanced research proposal, and
- the selection of a supervisor(s) and agreement upon both a design topic and a detailed program of study for the Major Design Research Project.

The Major Design Research Project will then represent the investigation and presentation of that topic. Accompanying the Major Design Research Project will be a Project Report that describes the parameters of the project investigation.

**Course subjects**

**Semester 1**
- PDD701 Advanced Design Research Methods

**Semesters 2, 3, 4, 5 & 6**
- PDD702 Major Design Research Project

**Entry requirements**

Admission to the course is normally via a Masters from a recognised tertiary institution plus a minimum of five years of professional experience. Other qualifications and relevant experience may be deemed equivalent to, or a satisfactory substitute for, the qualification prescribed above.
**Higher Degrees by Research**

**MD90  Master of Design**

The Master of Design by research involves the investigation of a design-related topic using appropriate research methods. It can be pursued on a full-time or part-time basis. Supervision is available in the areas of:
- Design History and Critical Theory.
- Design Psychology (particularly in Aesthetics and Colour Cognition).

Emerging areas of interest within the School are in:
- Public Perceptions of Design.
- 20th Century Australian Design.
- User Friendly Information Design.

The scope of research is best indicated by examples of projects currently being supervised within the Faculty:
- Evaluating Corporate Identity Programs.
- Feng Shui: An Application to Architectural Design.

**Campus**

Prahran

**Course duration**

Generally, two years full-time or four years part-time.

**Structure**

The Master of Design by research involves the investigation of a design-related topic using research methods. For examination the candidate may produce either:
- a thesis only, or
- a thesis and a product or artefact that embodies the result of their research.

**Entry requirements**

Admission to the Master of Design is not restricted to those with a design background. Applicants from any academic area are welcome. In general, applicants for the Master of Design should have either:
(a) a Bachelors Degree with First or Second Class Honours; or
(b) other qualifications and professional experience deemed equivalent.

**DD90  Doctor of Philosophy**

Current research projects include:
- The cognitive structure of colour space.
- The design of an instrument for use in Anterior Cruciate Ligament surgery.
- A cognitive simulation model of colour design strategies.
- Lithographic transfer as a catalyst for invention.
- Public perceptions of designers and the design professions.
- An internet-based investigation of public perceptions of the design professions.
- Indirect transfer: catalyst to chemical printing.

**Campus**

Prahran

**Course duration**

Generally, three years full-time or six years part-time.

**Entry requirements**

Admission to the Doctor of Philosophy is not restricted to those with a design background. Applicants from any academic area are welcome. In general, applicants for the Doctor of Philosophy should have:
(a) a Masters degree, or
(b) an Honours degree with First or Upper Second Class Honours, or
(c) other qualifications and professional experience deemed equivalent.

**Faculty of Engineering and Industrial Sciences**

Swinburne has long been recognised for its excellence in engineering education. In the past few years it has built up a fine reputation for its research in fundamental physics, applied physics and engineering. The Faculty of Engineering and Industrial Sciences is committed to enhancing credentials and to offering a range of engineering qualifications.

Our postgraduate coursework courses include Master of Engineering degrees in advanced manufacturing technologies, industrial engineering and microsystem technology, and Master of Technology degrees in air transport management, logistics, risk management and construction management. We also offer Master of Engineering and Doctor of Philosophy degrees by research.

Faculty researchers participate in ten ARC Special Research Centres, six Cooperative Research Centres and ten Vic Government STI initiatives. Members of the Faculty have many ARC Discovery Grants, ARC Linkage Grants, an US Government DARPA grant and many research contracts with companies.

Some of the significant research projects being undertaken within the faculty include:
- inventing a method to use a high power laser to repair gas turbine blades in situ, which will be used in electricity generating plants throughout the world;
- the creation of a 3D data storage and retrieval system which, when commercialised, could revolutionise the IT industry;
- using our knowledge of fluid mechanics and histology to build tissue engineered heart valves; and
- inventing a highly efficient system for building sound barriers along freeways.

**Application procedure**

Applications should be directed to the Faculty of Engineering and Industrial Sciences. Application forms are available at: [www.swinburne.edu.au/hed/postgrad](http://www.swinburne.edu.au/hed/postgrad)

International students should contact the International Student Unit on +61 3 9214 8647 or visit the website at: [www.swinburne.edu.au/isu](http://www.swinburne.edu.au/isu)

**Further information**

Telephone: +61 3 9214 8372
Fax: +61 3 9214 8264
Email: engineering@swin.edu.au
Website: [www.swinburne.edu.au/engineering](http://www.swinburne.edu.au/engineering)

**Air Transportation Management**

**MF96  Master of Technology Management in Air Transportation Management**

**MF95  Graduate Diploma of Technology in Air Transportation Management**

**MF94  Graduate Certificate of Technology in Air Transportation Management**

This program is designed primarily to meet the needs of personnel currently involved in the aviation industry who wish to upgrade their skills at tertiary level in the field of management in Air Transportation. In addition, the program is designed to have considerable application for personnel in related technologically based service and business industries.

The program will provide students with the necessary skills in the field of air transport management within the aviation industry. It will provide insight into the multiple facets of management and its application in air transportation. The program has been developed in partnership with the aviation industry. One of the unique aspects is that authors and lecturers from a number of fields contribute to this teaching. This provides a range of diverse views, ideas and practical examples and broadens the students’ understanding of air transportation management.

**Aims & Objectives**

The aim of the program is to develop within an operational environment:
- An advanced understanding of the principles and complexities of the air transportation industry;
• The skills necessary to implement Air Transportation Management within a company environment;
• Proactive skills to achieve and sustain competitive advantage in a rapidly changing global industry.

**Campus**
Distance Education.

**Course duration**
- Graduate Certificate: one year part-time.
- Graduate Diploma: two years part-time.
- Master: three years part-time.

**Structure**
The Master of Management Technology in Air Transportation Management comprises twelve subjects normally taken over three years of part-time study. Although the program is designed to be completed at the normal rate of two subjects per semester, it is possible to vary this to suit students' individual needs.

**Seminar/Workshop**:
A four day seminar/workshop is held at the end of Semester 2 of each program year. Attendance is mandatory for Graduate Certificate and Graduate Diploma students other than international mode students and those with significant travel problems. Students not attending the seminar/workshop are required to complete a special assignment in each subject.

To qualify for the Graduate Certificate, students must complete one core subject plus three subjects from the Air Transportation Management stream (total four subjects).

To qualify for the Graduate Diploma, students must complete one core subject plus a minimum of four subjects from the Air Transportation Management stream and a maximum of three approved elective subjects (total eight subjects).

To qualify for the Master of Technology Management in Air Transportation Management, students must complete one core subject plus a minimum of seven subjects from the Air Transportation Management stream and a maximum of four approved elective subjects (total twelve subjects). Alternatively, the pathway from Graduate Diploma to a Master of Technology Management degree can be through completion of the subjects:

- HES7605 Research Design and Methodology, and
- HES7608 Advanced Research Project

**Core subject**
- HES6611 Air Transportation General (core)

**Air Transportation Management stream subjects**
- HES6613 Airline Operations Management
- HES6615 Aircraft Selection, Acquisition and Contracts
- HES6616 Stress and Fatigue Management in Aviation
- HES6617 Emergency Planning and Management Part 1
- HES6618 Emergency Planning and Management Part 2
- HES6619 Aviation Risk Management and Insurance
- HES6620 Air Transportation Financial Management
- HES6623 Regulatory Environment and Business Practice in Air Transport
- HES6625 Airline Maintenance

**Entry requirements**
Applicants should fit one or more of the following categories:

- University graduates in any of the following: Aviation, Business, Economics, Engineering, Law, Management, Marketing, Psychology, Science or Social Science.
- People working in the aviation industry in the following roles with at least two years operational experience: Air Traffic Controllers, Licensed Aircraft Maintenance Engineers (LAMEs), Company managers and supervisors, Military personnel and Pilots, Pilots holding a full ATPL licence.
- People who do not fit the above categories but who meet all of the following criteria, may be eligible: currently working in the aviation industry, demonstrable academic capacity to deal with the study required, would benefit from participation in the program.

People in the last category will be enrolled in the Graduate Certificate (only) in the first instance, but may continue onto the Graduate Diploma if their progress is satisfactory. This category also allows those with overseas qualifications with no exact Australian equivalents, to be admitted to the program.

**Airport Planning, Operation and Management**

**MF99** Master of Technology Management in Airport Planning, Operation and Management

**MF98** Graduate Diploma of Technology in Airport Planning, Operation and Management

**MF97** Graduate Certificate of Technology in Airport Planning, Operation and Management

This program is designed primarily to meet the needs of personnel currently involved in the aviation industry who wish to upgrade their skills at tertiary level in the areas of airport planning and design, airport operational management and airport commercial management. In addition, the program is designed to have considerable application for personnel in related technologically based industries including civil and mechanical engineering, airlines and air traffic control as well as service industries and regulatory authorities.

The program has been developed in partnership with the aviation industry and has drawn upon authors with current expertise in airport planning, design and management. This ensures a wide range of diverse views and practical examples, the object of which is to broaden the student's understanding of the factors involved in the establishment and successful operation of a major or minor airport.

**Aims & Objectives**
The aim of the program is to develop:

- An advanced understanding of the principles and complexities of the air transportation industry in general and airport planning and operation in particular.
- The skills necessary to implement management principles within the airport environment.
- The skills necessary to conceptualise and undertake applied research in airport planning and operation.
- An understanding of the balance of technical, operational and commercial factors in the management of a complex organisation.

**Campus**
Distance Education

**Career opportunities**
The program will provide students with the necessary background and skills to undertake and progress a range of careers in airport management.

**Course duration**
- Graduate Certificate: one year part-time.
- Graduate Diploma: two years part-time.
- Master: three years part-time.

**Structure**
The Master of Technology Management in Airport Planning, Operation and Management comprises twelve subjects normally taken over three years of part-time study. Although the program is designed to be completed at the normal rate of two subjects per semester, it is possible to vary this to suit student's individual needs.

**Seminar/Workshop**:
A four day seminar/workshop is held at the end of Semester 2 of each program year. Attendance is mandatory for Graduate Certificate and Graduate Diploma students other than international mode students and those with significant travel problems. Students not attending the seminar/workshop are required to complete a special assignment in each subject.

To qualify for the Graduate Certificate, students must complete one core subject plus three subjects from the Airport Planning, Operation and Management stream (total four subjects).

To qualify for the Graduate Diploma, students must complete one core subject plus a minimum of four subjects from the Airport Planning, Operation and Management stream (total four subjects).
Management stream and a maximum of three approved elective subjects (total eight subjects).

To qualify for the Master of Technology Management, students must complete one core subject plus a minimum of four subjects from the Airport Planning, Operation and Management stream and a maximum of seven approved elective subjects, of which a minimum of three subjects must be drawn from the Air Transportation Management stream (total twelve subjects). Alternatively the pathway from Graduate Diploma to a Master of Technology Management degree can be through completion:

HES7605 Research Design and Methodology, plus
HES7608 Advanced Project

Core subject

HES6611 Air Transportation General (core)

Airport Planning, Operation and Management stream subjects

HES6630 Airport Planning and Design-Part 1
HES6631 Airport Planning and Design-Part 2
HES6617 Emergency Planning and Management Part 1
HES6618 Emergency Planning and Management Part 2

Air Transportation Management stream subjects

HES6613 Airline Operations Management
HES6615 Aircraft Selection, Acquisition and Contracts
HES6616 Stress and Fatigue Management in Aviation
HES6617 Emergency Planning and Management Part 1
HES6618 Emergency Planning and Management Part 2
HES6619 Aviation Risk Management and Insurance
HES6620 Air Transportation Financial Management
HES6623 Regulatory Environment and Business Practice in Air Transport
HES6625 Airline Maintenance

Entry requirements

Applicants should fit one or more of the following categories:

- University graduates in any of the following: Aviation, Business, Economics, Engineering, Law, Management, Marketing, Psychology, Science or Social Science.
- People working in the aviation industry in the following roles with at least two years operational experience: Air Traffic Controllers, Licensed Aircraft Maintenance Engineers (LAMEs), airport managers and supervisors, Military personnel and Pilots, Pilots holding a full ATPL licence, staff of regulatory bodies.
- People who do not fit the above categories but who meet all of the following criteria, may be eligible: currently working in the aviation industry, demonstrable academic capacity to deal with the study required, would benefit from participation in the program. People in the last category will be enrolled in the Graduate Certificate (only) in the first instance, but may continue onto the Graduate Diploma if their progress is satisfactory. This category also allows those with overseas qualifications with no exact Australian equivalents, to be admitted to the program.

Aviation Human Factors

M096 Master of Technology Management in Aviation Human Factors
M095 Graduate Diploma of Technology in Aviation Human Factors
M094 Graduate Certificate of Technology in Aviation Human Factors

This course is designed primarily to meet the needs of personnel currently involved in the aviation industry who wish to upgrade their skills at tertiary level in the specialist area of human factors. In addition, the course is designed to have considerable application for personnel in other technologically based industries including rail, shipping, heavy industry, the chemical industry and energy production.

The program provides students with the skills necessary to design and implement human factors programs within the aviation industry. It also provides insight into management of the air transportation industry and a deep understanding of the multiple facets of human factors training and its application to the aviation industry. One of the unique aspects of the course is that lecturers from a number of universities contribute to this teaching. This provides a range of diverse views and ideas and broadens the students' understanding of the human factors domain.

Aims & Objectives

The aims of the program are to develop within an operational environment:

- An advanced understanding of the principles of human factors;
- The skills necessary to implement human factors training programs;
- The skills necessary to conceptualise and undertake applied human factors research.

Campus

Distance Education

Course duration

Graduate Certificate: one year part-time.
Graduate Diploma: two years part-time.
Master: three years part-time.

Structure

The Master of Technology Management in Aviation Human Factors comprises twelve subjects normally taken over three years of part-time study. Although the program is designed to be completed at the normal rate of two subjects per semester it is possible to vary this to suit the needs of individual students.

Seminar/Workshop: A four day seminar/workshop is held at the end of Semester 2 of each program year. Attendance is mandatory for Graduate Certificate and Graduate Diploma students other than international mode students and those with significant travel problems. Students not attending the seminar/workshop are required to complete a special assignment in each subject.

To qualify for the Graduate Certificate, students must complete: One core subject plus three subjects from the Aviation Human Factors stream (total four subjects). To qualify for the Graduate Diploma, students must complete one core subject plus a minimum of four subjects from the Aviation Human Factors stream and a maximum of three approved elective subjects (total eight subjects). To qualify for the Master of Technology Management, students must complete one core subject plus a minimum of six subjects from the Aviation Human Factors stream plus one subject from the Air Transportation Management stream and a maximum of four approved elective subjects. Alternatively the pathway from Graduate Diploma to Master of Technology Management can be through completion of:

HES7605 Research Design and Methodology, plus
HES7608 Advanced Project

Core subject

HES6611 Air Transportation General (core)

Aviation Human Factors stream subjects

HES6600 Introductory Human Factors
HES6601 Human Factors in Air Traffic Management
HES6602 Crew Resource Management and Leadership
HES6603 Organisational Change in Aviation
HES6604 Advanced Human Factors
HES6605 Human Factors in Maintenance
HES6606 Human Factors Instruction
HES6616 Stress and Fatigue Management in Aviation

Air Transportation Management stream subjects

HES6613 Airline Operations Management
HES6615 Aircraft Selection, Acquisition and Contracts
HES6616 Stress and Fatigue Management in Aviation
HES6617 Emergency Planning and Management Part 1
HES6618 Emergency Planning and Management Part 2
Construction Management

C092 Master of Technology Management in Construction Management
C082 Graduate Diploma of Technology in Construction Management
C062 Graduate Certificate of Technology in Construction Management

The construction industry has always required efficient technical and financial project administrators, and this need is even greater in today's financial climate. Projects must run efficiently on all fronts, and managers must be able to plan, execute and supervise jobs with professional skill in areas where each new technological advance creates a need for new techniques, methods and equipment.

The main aim of this course is to prepare graduates for future roles in managing people, equipment, materials, technological processes and funds in the construction, building and maintenance of buildings and assets in the civil infrastructure. This aim is facilitated by the study of advanced management and engineering techniques in the fields of construction, building and maintenance.

Aims & Objectives

The course aims to develop the following:

- Skill at allocation of materials resources, and in organisation and leadership of people.
- Knowledge of available methods and technologies in assessing the in-service performance of infrastructure and maintenance practices.
- An understanding of the financial considerations and the risks involved in project funding.
- An awareness of cultural impacts on construction sites, particularly on offshore projects.
- An ability to plan construction, building and maintenance operations and to forecast resource needs.
- An appreciation of contractual obligations and risks and legal requirements.
- An understanding of the requirements of Quality Management.
- An understanding of the Construction and Building Industry.
- An awareness of environmental impacts of construction projects.
- An ability to communicate effectively within a project setting.
- Research and analytical skills and an appreciation of the associated uncertainties and challenges and his influence of non-technical factors on engineering decision making.

Entry requirements

Applicants should fit one or more of the following categories:

- University graduates in any of the following: Aviation, Business, Economics, Engineering, Law, Management, Marketing, Psychology, Science or Social Science
- People working in the aviation industry in the following roles (providing they have at least two years' operational experience): Air Traffic Controllers, Licensed Aircraft Maintenance Engineers (LAMEs), Company managers and supervisors, Military personnel and Pilots, Pilots holding a full ATPL licence.
- People who do not fit the above categories but who meet all of the following criteria, may be eligible: currently working in the aviation industry, demonstrable academic capacity to deal with the study required, would benefit from participation in the program.

People in the last category will be enrolled in the Graduate Certificate (only) in the first instance, but may continue onto the Graduate Diploma if their progress is satisfactory. This category also allows those with overseas qualifications with no exact Australian equivalents, to be admitted to the program.

Campus

Distance Education or Hawthorn.

Career opportunities

The course assists the professional in moving from the area of technical practice to the technical management stream.

Professional recognition

Associate membership of the Australian Institute of Building.

Course duration

Graduate Certificate: one year part-time or six months full-time.
Graduate Diploma: two years part-time or one year full-time.
M aster: three years part-time or one and a half years full-time.

On-shore international students must study full-time on campus at Hawthorn.

Structure

The Construction Management program is divided into three stages, each of which aims to prepare the student for the next level of study. Successful completion of Stage 1 (Graduate Certificate) may lead to the Graduate Diploma and Master of Technology Management (Construction Management).

The program is available by Distance Education or, for full-time on-shore international students, studies will be conducted on campus. Each subject involves completing assignments/ tests during the semester. Students may commence their studies in either the first or second semester of any year.

Admission dates for individual programs are normally in February or July.

To qualify for the Graduate Certificate, successful completion of four subjects is required, with a minimum of two discipline specific subjects.

To qualify for the Graduate Diploma, successful completion of eight subjects is required with a minimum of five discipline specific subjects. Students wishing to continue to the Masters stage must achieve credit average at the Graduate Diploma stage.

To qualify for the Master of Technology Management (Construction Management) by coursework, successful completion of twelve subjects is required with a minimum of eight discipline specific subjects.

To qualify for the Master of Technology Management (Construction Management) by research, successful completion of eight subjects is required with a minimum of five discipline specific subjects, PLUS:

- HES7608 Advanced Research Project
- HES7605 Research Design and Methodology

Discipline specific subjects

- HES6793 Construction Law
- HES6690 Engineering Project Control
- HES6176 Environmental sustainability in Construction
- HES6191 Infrastructure Management
- HES6701 Project Management
- HES6175 Project Costing
- HES6177 International Construction
- HES6795 Construction Site Operations

Subjects from other disciplines

- HES7605 Research Design and Methodology
- HES6723 Financial Risk Management
- HBGS500 New Venture Development & Management
- HES6720 Risk Perception and analysis
- HES6721 Risk Management Principles
- HES6722 Quantitative Risk and Modelling

Or any other suitable subject from relevant disciplines (approved by the course coordinator).

Entry requirements

Applicants should have:

- Completed an engineering degree or equivalent qualification; or
- Successfully completed a four year degree in building or architecture; or

Swinburne University of Technology | Postgraduate Course Handbook 2005
• Qualifications and experience which, in the opinion of the Selection officer, are of a satisfactory standard and are a suitable preparation for study in the Master's program, and preferably have appropriate experience or an Honours or a postgraduate qualification.

**Industrial Engineering**

**M076 Master of Engineering (Honours) in Industrial Engineering**

**M075 Master of Engineering in Industrial Engineering**

**M074 Graduate Diploma of Engineering in Industrial Engineering**

**M073 Graduate Certificate of Engineering in Industrial Engineering**

Industrial engineering, information systems and application of advanced manufacturing technologies are crucial to the success of modern manufacturing enterprises. This requires an appropriate mix of knowledge and skills to handle the complexity of initiating and implementing process improvement in production and information technology. Subjects offered in this program will equip graduates to develop skills suitable for production, systems design and operation, process analysis, systems optimisation, systems integration and project management. The assessment process in each subject is constructed to focus on developing multidisciplinary solutions to industrial problems usually encountered in the workplace.

The range of topics will consist of:

• Manufacturing Management Systems such as ERP, MRP, scheduling, just-in-time, layout design, logistics etc.
• Technology Management
• Intelligent Manufacturing Systems such as Flexible Manufacturing Systems, Concurrent Engineering Supply chain and global manufacturing issues
• Application of enterprise systems and information architecture.
• Software development tools and life cycle.
• Process improvement using modelling approaches such as simulation, Fuzzy Logic, Neural networks.
• Optimisation techniques and soft computing techniques.
• Project management covering planning, costing, control, delivery

**Campus**

Hawthorn

**Career opportunities**

Graduates have the ability to apply their knowledge in any organisation including banks, hospitals, insurance and airline companies, governmental offices, transportation industry, telecommunication and all types of manufacturing companies.

**Course duration**

Graduate Certificate: one semester full-time or equivalent part-time.
Graduate Diploma: one year (two semesters) full-time or equivalent part-time.
Master: one and a half years (three semesters) full-time or equivalent part-time.
Master (Honours): two years (four semesters) full-time or equivalent part-time.

**Structure**

The Master of Engineering in Industrial Engineering (Honours) program incorporates the Graduate Certificate (Stage 1) and the Graduate Diploma (Stage 2). Students who successfully complete the Graduate Diploma level, with at least an overall credit average grade of not less than 65% will be eligible to apply to proceed to the Master of Engineering or Master of Engineering (Honours) stages of the program.

The Master of Engineering in Industrial Engineering consists of 150 credit points, comprising ten coursework subjects and a Masters Project.

The Master of Engineering in Industrial Engineering (Honours) consists of ten coursework subjects, a Masters Project, and a Masters Thesis, totaling 200 credit points. In addition, students are required to achieve the required level of performance as specified below.

In order to qualify for Master of Engineering in Industrial Engineering (Honours), students must achieve an average of:

• 70% marks or above in the final 100 credit points (i.e. final two stages of a full-time two-year program), or
• 75% marks or above in the final 50 credit points (i.e. the fourth stage of a full-time two-year program).

If this performance level is not achieved, then the student will be awarded a standard Master of Engineering in Industrial Engineering degree, even though the full 200 credit points of study may have been achieved.

**Course subjects**

**Stage 1 - Graduate Certificate**

HIRS15 Process Improvement
HIRS16 Manufacturing Management Systems
HIRS06 Technology Management
HIRS30 System Development and Integration

**Stage 2 - Graduate Diploma**

HIRS17 Enterprise Systems Management
HIRS18 System Modeling
HIRS19 System Optimization
HIRS20 Planning and Scheduling

**Stage 3 - Master**

HIRS21 Design of Physical Facilities
HIRS22 Soft Computing
HIRS23 Masters Project

**Stage 4 - Master (Honours)**

HIRS24 Masters Thesis

**Entry requirements**

1. A bachelor's degree in engineering or science with an overall aggregate of a minimum of 65% marks from a recognised university. Some candidates will be accepted on the basis of other qualifications and industrial experience deemed to be appropriate by the course committee.

2. For international students whose English is not the first language: Competency in English. IELTS (Academic Module) with no band below 5.5.

3. Proficiency in computer programming.

4. Understanding of possible career paths after completion of course.

**Logistics**

**C086 Master of Technology Management in Logistics**

**C076 Graduate Diploma of Technology in Logistics**

**C066 Graduate Certificate of Technology in Logistics**

The suite of postgraduate programs in Logistics is designed to develop expertise in the technical and managerial aspects of the Logistics industry and to allow students to keep abreast of logistic industry developments.

Originally, logistics had a transportation and warehousing focus, which has gradually evolved into a ‘customer driven’ integrated management systems focus. The Council of Logistics Management defines logistics as:

"the process of planning, implementing and controlling the efficient flow and storage of raw materials, in-process inventory, finished goods, services and related information from point of origin to point of consumption (including inbound, outbound, internal and external movements) for the purposes of conforming to customer requirements". This definition has been further developed and logistics in the context of these programs further integrates logistics into all aspects of an organisation operations including manufacturing, production and business.
Aims & Objectives
This advanced study program includes:
• The development of analytical skills to manage integrated logistics.
• An understanding of the process of managing projects and contents.
• The development of computer skills to understand the application of computer systems to enhance the operation of logistic activities.
• An examination of the current issues related to logistics operations within organisations.
• An examination of the current issues related to logistic operations within the country and offshore.
• An appreciation of the place of human resources in the operation and the influence they have on effective outcomes.
• Acquisition of advanced skills to appreciate the complex issues of the industry and to provide possible solutions to those issues.

Campus
Distance Education

Course duration
Graduate Certificate: one year part-time.
Graduate Diploma: two years part-time.
Master: three years part-time.

Structure
The Master of Technology Management in Logistics comprises nine subjects each of 12.5 credit points, plus an advanced research project dissertation of 37.5 credit points, normally taken over three years of part-time study. Although the program is designed to be completed at the normal rate of two subjects per semester it is possible to vary this to suit the needs of individual students.
The Graduate Diploma comprises eight subjects each of 12.5 credit points.
The Graduate Certificate comprises four subjects each of 12.5 credit points.
Each subject involves completing assignments/examinations during the semester. Students may commence their studies in either the first or second semester of any year. Admission dates for individual programs are normally in February or July.

Course subjects
Stage 1 - Graduate Certificate
HES6231 Procurement & Inventory Management
HES6232 Managing Modern Distribution
HES6233 Financial Risk Management
Elective

Stage 2 - Graduate Diploma
HES6230 Strategic Logistics Planning
HES6237 Transport & Freight Operations
HBSG200 New Venture Development & Management
Elective

Stage 3 - Master (by coursework)
HES7605 Research Design & Methodology
Elective
Elective

Stage 3 - Master (by research)
HES7605 Research Design & Methodology
HES7608 Advanced Research Project

Electives to be selected from:
HES6133 Logistic Services Management
HES6134 Human Resources & IR in Logistics
Other subjects to be advised

Entry requirements
An appropriate four-year engineering degree or equivalent. Applicants with qualifications and experience, which, in the opinion of the School, are of satisfactory standard, will also qualify for entry. In some cases, extra preliminary study may be required.

Manufacturing Technology
IRAMT4 Master of Engineering (Honours) in Advanced Manufacturing Technology
IRAMT3 Master of Engineering in Advanced Manufacturing Technology
IRAMT2 Graduate Diploma of Engineering in Advanced Manufacturing Technology
IRAMT1 Graduate Certificate of Engineering in Advanced Manufacturing Technology

The objectives of the Advanced Manufacturing Technology program are to provide students with an understanding of specific advanced and emerging manufacturing technologies and skills which can be deployed to increase the efficiency, productivity and profitability of modern manufacturing industry. These technologies may include some or all of the following elements in an integrated environment:
• Computer Aided Design & Modelling
• Computer Integrated Manufacturing
• Computer Aided Engineering Analysis
• Industrial Robots
• Flexible Manufacturing Systems
• Intelligent Inspection Technologies
• Rapid Product Development
• Automated Assembly
• Lasers based Manufacturing Processes
• Abrasive Water Jet Cutting
• Micro and Nano technology
• Computer Control Systems
• Virtual Engineering
• Technology Management Systems
• Global Manufacturing

The main objective of these Advanced Manufacturing Technologies is to enhance manufacturing efficiency and productivity by:
• Increasing the flexibility of manufacture
• Increasing equipment utilisation
• Increasing the effectiveness of skilled labour
• More effective adaptation of changing demand
• Improving the effectiveness of management
• Improving the quality of products
• Improving the quality of work life
• Reducing lead time and costs of manufacturing

Aims & Objectives
The principal aims of the suite of programs in AMT include developing an understanding of:
• The principles of operation and characteristics of specific technologies and processes described in each subject of the course.
• The context in which these technologies and processes can be implemented.
• The impact of these technologies and processes on other aspects of manufacturing operations and on products being manufactured.
• The mechanisms by which the technologies and processes addressed impact on the productivity of manufacturing operations.
• The impact of specific technologies on global manufacturing and competitiveness.
• The management tools required for effective operation of advanced manufacturing technologies.

Campus
Hawthorn

Career opportunities
Graduates may find employment with companies relating to the marketing of hardware/software systems or as consultants, project engineers and advanced program managers. They may work in technologically-based industries including rail, shipping, heavy industry, chemical and energy production.

Course duration
Graduate Certificate: one semester full-time or equivalent part-time.
Graduate Diploma: one year (two semesters) full-time or equivalent part-time.
Master: one and a half years (three semesters) full-time or equivalent part-time.
Master (Honours): two years (four semesters) full-time or equivalent part-time.

Structure
The Master of Engineering in Advanced Manufacturing Technology (Honours) program incorporates the Graduate Certificate (Stage 1) and the Graduate Diploma (Stage 2). Students who successfully complete the Graduate Diploma level, with an overall credit average grade of not less than 65%, will be eligible to apply to proceed to the Master of Engineering or Master of Engineering (Honours) stages of the program. The Master of Engineering in Advanced Manufacturing Technology consists of 150 credit points, comprising ten coursework subjects and a Master’s Project. The Master of Engineering in Advanced Manufacturing Technology (Honours) consists of ten coursework subjects, a Master’s Project, and a Master’s Thesis, totalling 200 credit points. In addition, students are required to achieve the required level of performance as specified below.

In order to qualify for a Master of Engineering in Advanced Manufacturing Technology (Honours), students must achieve an average of:
• 70% marks or above in the final 100 credit points (i.e. the final two stages of a full-time two-year program), or
• 75% marks or above in the final 50 credit points (i.e. the fourth stage of a full-time two-year program).

If this performance level is not achieved, the student will be awarded a standard Master of Engineering in Advanced Manufacturing Technology degree, even though the full 200 credit points of study may have been achieved.

Course subjects
Stage 1 - Graduate Certificate
HIR504 Advanced CAD/CAM
HIR505 Robotics in Manufacturing
HIR506 Technology Management
HIR507 Advanced Manufacturing Processes I

Stage 2 - Graduate Diploma
HIR508 Intelligent Inspection Systems
HIR509 Computer Modelling, Analysis & Visualisation
HIR510 Computer Systems in Manufacturing
HIR511 Advanced Manufacturing Process II

Stage 3 - Master
HIR512 Global Manufacturing
HT5010 Research Methods
HIR513 Masters Project

Stage 4 - Master (Honours)
HIR514 Masters Thesis

Entry requirements
Admission requirements are as follows:

1. 65% average (or better) in a four year degree program in mechanical, manufacturing, electrical or electronic engineering from a recognised university for engineering education. Candidates with other tertiary qualifications and relevant industry experience will also be considered.
2. For international students whose English is not the first language: Competency in English. IELTS 6 (Academic Module) with no band below 5.5.
3. Proficiency in computer programming
4. A familiarity with the subject offerings and expected outcomes of course
5. Understanding of possible career paths after completion of course

Students who have successfully completed the program to Graduate Diploma level, with at least an overall credit grade average will be eligible to apply to proceed to the Master of Engineering or Master of Engineering (Honours) stages of the program.

Metrology and Quality

IRM01 Graduate Certificate of Engineering in Metrology and Quality

This program provides training and experience in specific areas of Metrology and has the potential to prepare participants for higher degrees. It also provides the opportunity to serve a specialist group, which previously had not been adequately serviced by the education sector. The program is aimed primarily at individuals already working in Metrology who require greater rigour in their understanding of the principles and practices involved - although it is also suited to others desiring to transfer into the field from other industry positions. The distance mode of delivery has been most successful in allowing those students who are employed in this field to learn in the workplace while continuing to work. The industrial relevance of the program has been assured by continued collaboration with the Metrology Society of Australia (MSA) and some of its key individuals.

Aims & Objectives
• To provide training and experience in specific areas of Metrology.
• To provide individuals already working in Metrology with greater rigour in their understanding of the principles and practices involved, and to provide training for others desiring to transfer into the area from other industry positions.
• To provide a distance mode of delivery to enable those students who are employed in this field to learn in the workplace, while continuing to work.
• To prepare students for higher degree studies, and to provide a basis for entry into a Master of Engineering by research program in cases where a student achieves a high level of performance.
• To prepare researchers embarking on experimentation programs in the application of techniques and practices used in measurement.

Campus
Hawthorn/Distance Education

Course duration
One semester full-time or equivalent part-time.

Structure
The Graduate Certificate (Metrology and Quality) is made up of four subjects, and each subject has a weighting of 12.5 credit points. Students complete the four subjects, totalling 50 credit points, over a two year period. All subjects are delivery by distance education, with students receiving the relevant ‘learning guide’ at the commencement of the semester and interacting with appointed industry specialists who serve as mentors throughout each semester.

There are four areas of specialised study available within the course:
• Dimensional & Mechanical
• Electrical & Time & Frequency
• Chemical & Temperature
• Optical & Radiometry

For HIR104 - Metrology and Quality Practices, in which the learning and assessment is based on project work, the student may concentrate on one of these specialisations.
Aims & Objectives

The principal learning objectives in the delivery of the postgraduate suite of programs in Microsystem Technology include:

- Understanding the concepts of microengineering underpinning their relevance to the macro world.
- Developing the awareness and understanding of the processing technologies.
- Acquiring skills necessary to design and fabricate the microsystems for different applications.
- Training on specific microsystem design and simulation software tools.
- Understanding of the importance of scaling laws in the miniaturisation of systems for different applications.
- Learn the intricacies in the transition from micro to nano world.
- Appreciation of some of the most recent applications of micro and nano technologies.

Career opportunities

M icrosensors and actuators have a key role in many systems including: automotive, advanced satellite, and real-time bio-analytical systems. Professional engineers with a sound postgraduate qualification and a comprehensive understanding of the design and fabrication technologies will have excellent opportunities for employment in a wide range of industries and research organisations. Internationally, many new graduates rapidly go on to form their own companies.

Course duration

Graduate Certificate: one semester full-time or equivalent part-time.
Graduate Diploma: two semesters full-time or equivalent part-time.
M aster: one and a half years full-time (three semesters) or equivalent part-time.
M aster (Honours): two years (four semesters) full-time or equivalent part-time.

Structure

The Master of Engineering in M icromechatronics Technology (Honours) program incorporates the Graduate Certificate (Stage 1) and the Graduate Diploma (Stage 2). Students who successfully complete the Graduate Diploma level, with at least an overall credit average grade of not less than 65%  will be eligible to apply to proceed to the Master of Engineering or M aster of Engineering (Honours) stages of the program.

The Master of Engineering in M icromechatronics Technology consists of 150 credit points, comprising ten coursework subjects and a M asters Project.

The Master of Engineering in M icromechatronics Technology (Honours) consists of ten coursework subjects, a M asters Project, and a M asters Thesis, totaling 200 credit points. In addition, students are required to achieve the required level of performance as specified below.

In order to qualify for Master of Engineering in M icromechatronics Technology(Honours), students must achieve an average of:

- 70% marks or above in the final 100 credit points (i.e. final two stages of a full-time two-year program), or
- 75% marks or above in the final 50 credit points (i.e. the fourth stage of a full-time two-year program).

If this performance level is not achieved, then the student will be awarded a standard M aster of Engineering in M icromechatronics Technology degree, even though the full 200 credit points of study may have been achieved.

Course subjects

**Stage 1 - Graduate Certificate**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIR105</td>
<td>Microtechnology</td>
</tr>
<tr>
<td>HIR111</td>
<td>Micromachining Technology</td>
</tr>
<tr>
<td>HIR112</td>
<td>Deposition and Replication</td>
</tr>
<tr>
<td>HIR525</td>
<td>Computer Modeling and Simulation of Microdevices</td>
</tr>
</tbody>
</table>

**Stage 2 - Graduate Diploma**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIR106</td>
<td>Product Innovation and Management</td>
</tr>
<tr>
<td>HIR113</td>
<td>Microsystems - Principles, Design and Applications</td>
</tr>
<tr>
<td>HIR510</td>
<td>Computer Systems in Manufacturing</td>
</tr>
<tr>
<td>HIR527</td>
<td>Nanotechnology</td>
</tr>
</tbody>
</table>

**Stage 3 - Master**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIR512</td>
<td>Global Manufacturing</td>
</tr>
<tr>
<td>HIT9010</td>
<td>Research Methods</td>
</tr>
<tr>
<td>HIR513</td>
<td>Masters Project</td>
</tr>
</tbody>
</table>

**Stage 4 - Master (Honours)**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIR514</td>
<td>Masters Thesis</td>
</tr>
</tbody>
</table>

Entry requirements

1. A bachelor's degree in engineering or science with an overall aggregate of a minimum of 65% marks from a recognised university. Some candidates will be accepted on the basis of other qualifications and industrial experience deemed to be appropriate by the course committee.
2. For international students whose English is not the first language: Competency in English. IELTS 6 (Academic Module) with no band below 5.5.
3. Proficiency in computer programming.
4. A familiarity with the subject offerings and expected outcomes of course.
5. Understanding of possible career paths after completion of course.

Risk Management

M097 Master of Technology Management in Risk Management
M087 Graduate Diploma of Technology in Risk Management
M077 Graduate Certificate of Technology in Risk Management

This program is designed primarily to meet the needs of personnel currently involved in, or wishing to be involved in, the risk management industry. In addition, the program is designed to have considerable application for personnel in a wide range of technologically based industries including rail, shipping, heavy industry, the chemical industry and energy production. Australian organisations increasingly face the challenge to provide more effective management of various financial and societal resources. All organisations need to know how to make good decisions in order to achieve goals and reduce those losses that arise from unexpected incidents, poor maintenance, accidents or illness within the workforce. Also, legislation requirements for safety and occupational health impose important demands to ensure the overall well-being of people.

Risk management involves processes and techniques aimed at the cost effective loss prevention concerning an organisation's assets and resources. The program covers areas of health, safety, plant, property, financial control and maintenance. At the Graduate Diploma and Masters degree levels, students can select projects from a field of topics that reflect their particular specialisation.

Aims & Objectives

This program addresses the needs of industry to improve the management of resources associated with short and long term risk to people, assets and production. The program provides further studies for graduates from all branches of engineering, applied science and business who wish to gain more specialist knowledge in Risk Management.

Campus

Distance Education

Career opportunities

There are many ways in which organisations can suffer loss. Consequently a number of organisations employ professionals in order to ensure that adequate loss prevention management processes and strategies are in place to ensure that losses are avoided or kept to a minimum. Career opportunities therefore exist throughout the broad field of commerce and industry.

Course duration

Graduate Certificate: one year part-time.
Graduate Diploma: two years part-time.
Masters: three years part-time.

Structure

The Risk Management program is divided into three stages, each of which aims to prepare the student for the next level of study. Successful completion of Stage 1 (Graduate Certificate) may lead to the Graduate Diploma and Master of Technology Management (Risk Management). Although the program is designed to be completed at the normal rate of two subjects per semester it is possible to vary this to suit the needs of individual students.

The Graduate Certificate comprises four subjects each of 12.5 credit points. The Graduate Diploma comprises eight subjects each of 12.5 credit points. The Master of Technology Management in Risk Management comprises nine subjects each of 12.5 credit points, plus an advanced research project dissertation of 37.5 credit points.

Each subject involves completing assignments/examinations during the semester. Students may commence their studies in either the first or second semester of any year. Admission dates for individual programs are normally in February or July.
Y007  Doctor of Philosophy  
(Engineering)  

Graduates who hold a Bachelor degree and who have shown a high standard of academic achievement in that course may be admitted to candidacy for the degree of Doctor of Philosophy. The higher degree programs currently available require the presentation of a major thesis based on original research, investigation or development work, carried out either within Swinburne or externally, providing that adequate facilities and supervision can be arranged. External work can be carried out in the approved industrial, governmental, educational or research organisation.

Aims & Objectives  
The PhD degree provides training and education with the objective of producing graduates with the capacity to conduct research independently at a high level of originality and quality. The student ought to be capable by the end of his/her candidature of conceiving, designing and carrying to completion a research program without supervision. The PhD candidate should uncover new knowledge either by the discovery of new facts, the formulation of theories or the innovative re-interpretation of known data and established ideas.

Campus  
Hawthorn

Course duration  
The expected normal duration of candidature is 3.5 years full-time or 6 years part-time.

Structure  
Candidates normally undertake the research at Swinburne for the appropriate duration and, especially part-time candidates and those based in industry, must be able to demonstrate to the satisfaction of the Committee that they are able to meet with their supervisors in person to discuss progress at least once every calendar month or have made satisfactory arrangements for discussion to occur by other means e.g. via email.

All candidates are expected to demonstrate satisfactory progress on an annual basis. To be assessed for a Doctor of Philosophy, candidates must present a major thesis based on original research, investigation or development work carried out under Swinburne staff supervision either at Swinburne or externally.

Entry requirements  
Applicants should have a bachelor's degree with honours (first or second class), or the equivalent in a discipline appropriate to the proposed area of study. The level of academic achievement in prior studies should be of a very high standard. Other relevant activities, including work experience, may be taken into account in assessing applications.

Faculty of Information and Communication Technologies  

Information and communication technologies are pervasive in the contemporary world. The capabilities that have emerged as these technologies have converged have enabled wonderful developments in all aspects of life, from space travel to international banking, from human communication by email to interactive television.

At Swinburne, the Faculty of Information and Communication Technologies (ICT) is home to the disciplines of computer science, software engineering, information systems, telecommunications and networks, astronomy and computational science. We offer challenging postgraduate coursework programs in IT, networks and astronomy, and support several research programs that are recognised as world-class.

The faculty has several key research centres, led by internationally renowned experts. Our research follows six broad themes: astrophysics and supercomputing, intelligent systems, internet architectures, molecular simulation, service oriented computing and software system engineering.

One of our goals in research is to cultivate partnerships both between our own researchers, and with industry. Illustrating this is the recently established theme of service-oriented computing, an emerging and potentially dominant approach for building flexible computer systems from dynamically composed collections of provided services, each of which may potentially be located anywhere on the Internet. This initiative has enabled several software engineering, intelligent systems and internet computing researchers to collaborate with each other, and with some of Australia's leaders in the ICT industry.

Uniquely within Australia, the faculty extends beyond the conventional boundaries of ICT to embrace research and teaching in two major areas where the use of computational science has enabled extensive new discoveries to be made. Our Centre for Astrophysics and Supercomputing is recognised as one of Australia's leading research groups in its area, led by three internationally renowned astronomers. The centre operates a significant supercomputing facility and a virtual reality theatre and concentrates on problems in astrophysics that benefit from these unique resources. Computational efforts are directed toward understanding the formation and evolution of galaxies, the intergalactic medium, and cosmological structure.

As well as computational astrophysics, dealing with large-scale phenomena such as planets and galaxies, the faculty also applies computational science at the smallest-scale, through research in molecular simulation. The goal of the Centre for Molecular Simulation is to develop and use molecular simulation to provide fundamental insights into natural phenomena at the atomic level, exploring a wide range of phenomena such as phase equilibria, transport phenomena and nanotechnology.

Application procedure  
Application forms are available from the Faculty of Information and Communication Technologies or at: www.swin.edu.au/hed/postgrad

International students should contact the International Student Unit on +61 3 9214 8647 or visit the website at: www.swinburne.edu.au/isu

Further information  
Telephone: +61 3 9214 5505
Fax: +61 3 9819 0823
Email: counter@it.swin.edu.au
Website: www.swinburne.edu.au/ict

Astronomy  

S068  Master of Science in Astronomy  
S058  Graduate Diploma of Science in Astronomy  
S048  Graduate Certificate of Science in Astronomy  

The Master of Science in Astronomy is part of a nested suite of programs which includes the Graduate Certificate of Science (Astronomy) and a Graduate Diploma of Science in Astronomy with different entry points depending upon previous academic studies and work experience. This program covers the fundamental concepts and 'big questions' of modern astronomy, in order to equip students with
a good overall understanding and general knowledge about modern astronomy, rather than training as a professional astronomer. The intention of the M aster course is to provide scope for more specialist study in astronomy, plus opportunities for major project work, while still maintaining an emphasis on learning about the fundamental concepts and ‘big questions’ of modern astronomy.

**Campus**

Online

**Course duration**

Graduate Certificate: one semester full-time or equivalent part-time.

Graduate Diploma: two semesters full-time or equivalent part-time.

M aster: three semesters full-time or equivalent part-time

**Structure**

The Graduate Certificate requires the completion of four subjects for a total of 50 credit points. Each subject has a value of 12.5 credit points. After successful completion of the Graduate Certificate, students may exit at this point with a Graduate Certificate of Science (Astronomy), or progress to the Graduate Diploma and M aster levels.

The Graduate Diploma requires the completion of eight subjects for a total of 100 credit points. Each subject has a value of 12.5 credit points. After successful completion of the Graduate Diploma, students may exit at this point with a Graduate Diploma of Science (Astronomy), or progress to the M aster levels.

The M aster requires the completion of twelve subjects for a total of 150 credit points. Each subject has a value of 12.5 credit points.

As the course is offered in a fully online mode, there are no traditional formal contact hours involving lectures, tutorials, laboratories etc. However, students will be required to work through the course material (supplied on CD-ROM), undertake required readings from textbooks and the Internet, contribute regularly to assessable asynchronous newsgroup discussions, as well as undertake assignments and project work. The equivalent student contact hours for each subject is 5 hours per week during academic semesters.

**Course subjects**

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HET602</td>
<td>Exploring the Solar System</td>
</tr>
<tr>
<td>HET603</td>
<td>Exploring Stars and the Milky Way</td>
</tr>
<tr>
<td>HET604</td>
<td>Exploring Galaxies and the Cosmos</td>
</tr>
<tr>
<td>HET605</td>
<td>Theories of Space and Time</td>
</tr>
<tr>
<td>HET607</td>
<td>History of Astronomy</td>
</tr>
<tr>
<td>HET608</td>
<td>Introductory Radio Astronomy and the Search for Extra Terrestrial Intelligence</td>
</tr>
<tr>
<td>HET609</td>
<td>Astrophotography and CCD Imaging</td>
</tr>
<tr>
<td>HET610</td>
<td>Studies in Space Exploration</td>
</tr>
<tr>
<td>HET611</td>
<td>Stellar Astrophysics</td>
</tr>
<tr>
<td>HET612</td>
<td>Major Project - History of Astronomy</td>
</tr>
<tr>
<td>HET613</td>
<td>Major Project - Exploring the Solar System</td>
</tr>
<tr>
<td>HET614</td>
<td>Major Project - Exploring Galaxies and the Cosmos</td>
</tr>
<tr>
<td>HET615</td>
<td>Major Project - Exploring Stars and the Milky Way</td>
</tr>
<tr>
<td>HET616</td>
<td>Major Project - Exploring Galaxies and the Cosmos</td>
</tr>
<tr>
<td>HET617</td>
<td>Major Project - Exploring Stars and the Milky Way</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HET602</td>
<td>Exploring the Solar System</td>
</tr>
<tr>
<td>HET603</td>
<td>Exploring Stars and the Milky Way</td>
</tr>
<tr>
<td>HET604</td>
<td>Exploring Galaxies and the Cosmos</td>
</tr>
<tr>
<td>HET605</td>
<td>Tools of Modern Astronomy</td>
</tr>
<tr>
<td>HET607</td>
<td>History of Astronomy</td>
</tr>
<tr>
<td>HET608</td>
<td>Introductory Radio Astronomy and the Search for Extra Terrestrial Intelligence</td>
</tr>
<tr>
<td>HET609</td>
<td>Astrophotography and CCD Imaging</td>
</tr>
<tr>
<td>HET610</td>
<td>Studies in Space Exploration</td>
</tr>
<tr>
<td>HET611</td>
<td>Stellar Astrophysics</td>
</tr>
<tr>
<td>HET612</td>
<td>Major Project - History of Astronomy</td>
</tr>
<tr>
<td>HET613</td>
<td>Major Project - Exploring the Solar System</td>
</tr>
<tr>
<td>HET614</td>
<td>Major Project - Exploring Galaxies and the Cosmos</td>
</tr>
<tr>
<td>HET615</td>
<td>Major Project - Exploring Stars and the Milky Way</td>
</tr>
<tr>
<td>HET616</td>
<td>Major Project - Exploring Galaxies and the Cosmos</td>
</tr>
<tr>
<td>HET617</td>
<td>Major Project - Exploring Stars and the Milky Way</td>
</tr>
</tbody>
</table>

**Note:** not all of the above subjects will be conducted every semester. Electives will usually be offered subject to satisfactory enrolment numbers. Students should contact the School Administration Office to obtain further information about subject offerings.

**Entry requirements**

Admission to the M aster of Science is normally restricted to applicants with a recognised tertiary qualification. Applicants not holding a recognised tertiary qualification may be admitted to the M aster after successfully completing the Graduate Certificate or Graduate Diploma. Full credit for units successfully completed on either a single-subject basis, the Graduate Certificate or the Graduate Diploma will be granted on transfer into the M aster.

Students are expected to be computer literate and to have Internet access outside of Swinburne.

**Application procedure**

Application is available on our website at: http://astronomy.swinburne.edu.au/sao/

**Computing**

**I096 Master of Science (Honours) in Computing**

**I095 Master of Science in Computing**

The Master of Science (Computing) program provides students with the opportunity to study some of today’s most exciting IT developments in depth. The program enables students to choose studies in a range of areas however all students are required to undertake a specialisation in a particular area such as software engineering, Internet computing or information systems.

The Software Engineering specialisation offers a course of study focusing on the development of practical skills and theoretical knowledge in Software Engineering. It focuses on methodologies, tools, techniques and management principles necessary to support the effective and efficient development of high quality software.

The Internet Computing specialisation offers a practical course of study focusing on the skills and concepts required to develop Internet-based systems. It also includes advanced topics in enterprise systems development, XML and web technologies.

The Information Systems specialisation offers a course of study focusing on the knowledge and skills needed by information systems analysts, designers and developers. It includes advanced topics in system and information modelling, database design and component technology. The Unified Modelling Language (UML) is emphasised. Students use industrial strength products such as Oracle and Microsoft .NET development tools.

The program is designed for those with a bachelor’s degree or a graduate diploma in an Information Technology discipline and is aimed to suit the needs of recent graduates who wish to pursue advanced studies. Students with a degree in a non-computing discipline wishing to undertake the program must generally first enrol in the Graduate Diploma in Information Technology.

Students may choose to undertake the Master of Science (Computing)(Honours) after successful completion of 150 credit points.

**Aims & Objectives**

The program aims to provide graduates with advanced vocational skills and conceptual knowledge.

**Campus**

Hawthorn

**Professional recognition**

Application has been made to the Australian Computer Society for Professional Level accreditation.

**Course duration**

M aster: one and a half years full-time or three years part-time.

M aster (Honours): two years full-time or equivalent part-time.
Structure

The Master of Science (Computing) degree consists of 150 Credit Points (cp), equivalent to one and a half years of full-time study.

Postgraduate subjects in the Faculty of Information and Communication Technologies are classified as Level 2 (Graduate Diploma) or Level 3 (Masters). Students must complete at least 112.5 cp of Level 3 electives, and up to 25 cp of Level 2 electives for a total of 137.5 cp. Students must complete one of the available specialisation programs by completing at least 75 cp from a set of nominated subjects. Current specialisation programs are Internet Computing, Software Engineering, Information Systems and Information Technology Management.

Students who complete 150 cp will be eligible to proceed to the Master of Science (Computing) Honours program, requiring a further semester of full-time study. Progression into the honours year is subject to a performance requirement.

Students intending to continue to the Honours program must complete either:

- HIT9060 IT Project Management (12.5 cp), OR
- HIT9010 Research Methods (12.5 cp).

HIT9060 will provide essential project management skills and knowledge in preparation for the major project. HIT9010 will prepare students for the minor thesis.

The Master of Science (Computing) Honours degree consists of 200 Credit Points (cp), which is equivalent to two years of full-time study. The program consists of 137.5 cp of elective subjects which include a specialisation, a 12.5 cp core subject and either a 50 cp major project or a 50 cp minor thesis taken over two semesters.

Course subjects

Students must select one of the following specialisation programs and complete at least 75 cp from the set of nominated subjects. Each subject has a value of 12.5 cp unless otherwise indicated.

**Software Engineering subjects**

- HIT8023 Human-Computer Interaction
- HIT8055 Software Maintenance Project
- HIT8057 Software Testing and Reliability
- HIT8060 Systems Project Management
- HIT8066 Software Tools
- HIT8098 Agile Development Project
- HIT8156 Software Process Improvement
- HIT8157 Large Scale System Design
- HIT8159 Software Quality Management (mandatory)
- HIT8166 Software Testing Processes and Automation
- HIT8189 Usability Engineering

**Internet Computing subjects**

- HIT8041 Advanced Web Development
- HIT8087 Advanced JAVA
- HIT8093 XML Technologies
- HIT8096 .NET Architecture
- HIT8099 Enterprise .NET
- HIT8119 Enterprise JAVA
- HIT8121 Internet Security
- HIT8140 Multimedia for the WWW
- HIT8164 Internet Networking Infrastructure
- HIT8197 Advanced .NET Programming

**Information Systems subjects**

- HIT8018 Database 3
- HIT8023 Human-Computer Interaction
- HIT8130 Information Systems Modelling Project
- HIT8032 Information Systems Management
- HIT8033 Information Systems Development Project (25 CP)
- HIT8035 Information Technology Effectiveness
- HIT8060 Systems Project Management
- HIT8077 Introduction to ERP Systems
- HIT8079 Knowledge Management
- HIT8088 eCommerce Management
- HIT8096 .NET Architecture
- HIT8126 Advanced Data Modelling
- HIT8127 Component Modelling and Design
- HIT8142 Object-Oriented Modelling

* At least four years of relevant industry experience is required as a prerequisite for these subjects.

**Level 2 subjects**

Students may complete up to 25 credit points of Level 2 subjects. Note: Some Level 2 subjects may be necessary in order to fulfil the prerequisite knowledge of Level 3 subjects.

- HIT6110 Programming in VB.NET
- HIT6092 Advanced Web Technologies
- HIT7013 Programming Business Systems
- HIT7017 Database 2
- HIT7037 Programming in Java
- HIT7049 Systems Analysis Modelling
- HIT7072 C++ for Programmers
- HIT7110 Component Based Development .NET
- HIT7149 Analysis, Modelling and Design

**Level 3 subjects**

Students must complete at least 112.5 credit points of Level 3 subjects (including the specialisation subjects). Subjects are generally worth 12.5 credit points (CP) unless otherwise indicated.

- HIT8012 Current Issues in Information Systems
- HIT8018 Database 3
- HIT8023 Human-Computer Interaction
- HIT8022 Information Systems Management
- HIT8033 Information Systems Development Project (25 CP)
- HIT8035 Information Technology Effectiveness
- HIT8041 Advanced Web Development
- HIT8055 Software Maintenance Project
- HIT8057 Software Testing and Reliability
- HIT8060 Systems Project Management
- HIT8063 Unix Systems Programming
- HIT8066 Software Tools
- HIT8077 Introduction to ERP Systems
- HIT8078 Knowledge Management
- HIT8087 Advanced JAVA
- HIT8088 eCommerce Management
- HIT8093 XML Technologies
- HIT8096 .NET Architecture
- HIT8098 Agile Development Project
- HIT8099 Enterprise .NET
- HIT8119 Enterprise JAVA
- HIT8121 Internet Security
- HIT8126 Advanced Data Modelling
- HIT8127 Component Modelling and Design
- HIT8130 Information Systems Modelling Project
- HIT8140 Multimedia for the WWW
- HIT8142 Object-Oriented Modelling
- HIT8150 Multi-Agent Systems
- HIT8156 Software Process Improvement
- HIT8157 Large Scale System Design
- HIT8159 Software Quality Management
- HIT8164 Internet Networking Infrastructure
Core subjects

Students intending to continue to the Honours program must complete either:

- HIT9060 IT Project Management (12.5 cp), OR
- HIT9010 Research Methods (12.5 cp)

Honours Thesis or Project

Students undertake either:

- HIT9167 Minor Thesis 1 (12.5 cp), and
- HIT9267 Minor Thesis 2 (37.5 cp), OR
- HIT9158 Major IT Project 1 (12.5 cp), and
- HIT9258 Major IT Project 2 (37.5 cp)

Entry requirements

A degree or graduate diploma in an information technology discipline (Computer Science, Information Systems, Information Technology) from a recognised tertiary institution or approved equivalent.

Normally no exemptions are permitted but students transferring from incomplete Masters courses commenced elsewhere may be eligible for some credit.

Students with a Masters degree in an Information Technology discipline may be eligible for up to 100 cp of exemptions and will be required to undertake 50 cp of studies. These students will be exempted from the requirement to undertake a specialisation.

Students who wish to exit the program after completing 100 cp may apply to transfer to the Master of Information Technology (I091). All requirements of this other award must be fulfilled.

Students undertaking the Graduate Diploma in Information Technology prior to admission will normally require a Credit Average before proceeding to the Master of Science (Computing)(Honours).

Information Systems

A097 Master of Information Systems

A075 Graduate Certificate in Information Systems

Information systems is concerned with the application of information technology to support organisations in the conduct of their business. The Master of Information Systems program is designed to examine both the organisational issues and the techniques and technology required for the analysis, design and implementation of business solutions, with an emphasis on electronic commerce.

Aims & Objectives

The course aims to meet the needs of applicants who wish to enhance their career opportunities through developing expertise in the current approaches to the management of information systems and technologies.

Campus

Hawthorn

Professional recognition

The Master of Information Systems is accredited at Professional Level (the highest level) with the Australian Computer Society.

Course duration

Graduate Certificate: six months full-time or one year part-time.
Master: three years part-time.

Structure

A variety of entry points is available depending on prior academic qualifications.

Students who do not hold a degree must undertake the full program. Students who have a degree will be eligible for exemption from the two elective subjects in Stage 1. Students who have a degree or graduate diploma in Information Systems may be eligible to commence the course at Stage 2.

For the Graduate Certificate (Stage 1), students undertake two core subjects and select two elective subjects from those offered in the Graduate Diploma of Information Technology.

Four program choices are available in Stage 3. Most students undertake either Option 1 or Option 2. Options 3 and 4 require explicit approval by the program manager.

Electives are usually chosen from Graduate Diploma and Masters level subjects offered by the Faculty of Information and Communication Technologies. However, students need to ensure that the electives they choose are appropriate for the Stage in question and so the advice of the Program Manager must be sought.

Students must meet the prerequisite requirements of the electives they select. Availability of all electives is subject to timetabling and resource constraints. A student who withdraws from the program prior to completion will be eligible for the award of Graduate Certificate in Information Systems, provided at least four subjects have been passed.

Course subjects

Stage 1

- HIT8003 Business Analysis
- HIT7136 Information Technology: A Critical Review

Plus two elective subjects drawn from those offered in the Graduate Diploma of Information Technology.

Stage 2

- HIT8035 Information Technology Effectiveness
- HIT8032 Information Systems Management
- HIT8054 Organisation Dynamics
- HIT8060 Systems Project Management

Stage 3

Choose one option:

Option 1

- HIT8012 Current Issues in Information Systems
- HGM 503 Financial Data and Decision Making
- HGM 505 Opportunity Evaluation
- HIT8088 Electronic Commerce Management, OR

Option 2

Two subjects from Option 1 plus two approved Level 3 electives from the subjects offered in the Master of Information Technology program, OR

Option 3

Two subjects from Option 1 plus:

- HIT8070 Research Report (25 credit points), OR

Option 4

- HIT8067 Dissertation (Minor Thesis) (50 credit points)

Entry requirements

Entry is only available to students who have significant relevant business experience, normally at least four years. Students who have a degree will be eligible for exemption from the two elective subjects in Stage 1. Students who have a degree or graduate diploma in Information Systems may be eligible to commence the course at Stage 2.

This course is not available to international students.
A098  Master of Information Systems/
Master of Business Administration

The Master of Information Systems/Master of Business Administration (MIS/ MBA) double degree provides advanced skills and knowledge across the complex areas of both business and information systems. This unique program enables students to achieve the aims and objectives of both the current Swinburne MIS and MBA courses in the most time/cost efficient and effective way.

The Information Systems component is concerned with the application of information technology to support organisations in the conduct of their business. It examines both the organisational issues and the techniques and technology required for the analysis, design and implementation of business solutions, with an emphasis on electronic commerce.

The Business Administration component not only offers the opportunity to acquire contemporary management knowledge and skills, it also provides students with the ability to apply that knowledge in an innovative, creative and entrepreneurial way.

Aims & Objectives

The Swinburne MIS/MBA is designed to:

- Develop the capacity to effectively manage and implement complex information systems, information technologies and solutions both within and between organisations for competitive advantage.
- Develop the capacity to successfully start new ventures and manage enterprises that operate in a global and competitive environment.
- Meet the demands of business and industry to achieve and sustain international competitive advantage.
- Apply theory to ‘real-life’ situations.
- Offer small, highly interactive and dynamic classes, delivered by commercially experienced practitioners and academics.

Campus

Hawthorn

Professional recognition

The Master of Information Systems is accredited at Professional Level (the highest level) with the Australian Computer Society.

Course duration

Two years full-time or equivalent part-time.

Note: Some subjects are currently only offered in the evening.

Structure

The course involves eighteen subjects totalling 225 credit points including two subjects studied over a summer semester.

Students who have a degree will be eligible for exemptions from the two elective subjects in the first year of the program and will undertake 200 credit points of studies.

Students who have a degree or graduate diploma in Information Technology, and should be aware that there are five core subjects to be completed for the Graduate Diploma.

The Graduate Certificate consists of four subjects. Students who successfully complete the Graduate Certificate may apply to progress to the Graduate Diploma in Information Technology, and should be aware that there are five core subjects to be completed for the Graduate Diploma.

Students who intend to progress on to the Graduate Diploma of Information Technology are advised to plan their selection of subjects for the Graduate Certificate carefully. Recommended combinations are shown below.

Course subjects

**Semester 1**

- HIT7136  Business Analysis
- HGM502  Product Marketing Strategy
- HGM506  Leading, Following and Team Dynamics
- Elective drawn from Graduate Diploma of IT

**Semester 2**

- HIT7136  IT: A Critical Review
- HGM503  Financial Data and Decision Making
- HGM505  Opportunity Evaluation
- Elective drawn from Graduate Diploma of IT

**Summer Semester**

- HGM552  Finance for High Growth Businesses
- HGM555  Organisation Dynamics

**Semester 3**

- HIT8032  Information Systems Management
- HIT8060  Systems Project Management
- HIT8088  Electronic Commerce Management, OR
- HGM554  eBusiness Design for Competitive Advantage
- HGM553  Business Strategy

**Semester 4**

- HIT8035  Information Technology Effectiveness
- HIT8012  Current Issues in Information Systems
- HGM604  Corporate Strategy
- HGM605  Innovative Leadership

Entry requirements

Students applying for the MIS/MBA double degree must meet the admission criteria for each constituent degree.

The admission requirement for the MIS is significant relevant professional experience, normally at least four years. Students who have a degree will be eligible for exemption from the two elective subjects in the first year. Students who have a degree or graduate diploma in Information Systems may be eligible for up to 50 cp of exemptions.

The admission requirement for the MBA program is an appropriate undergraduate qualification at a credit level (GPA 2.5, GMAT 600+ or equivalent) from a recognised tertiary institution. Part-time candidates who do not hold an appropriate qualification but who have significant relevant work experience (normally five years or more) and evidence of academic capability may initially be admitted to the Graduate Certificate (Stage 1). Their progression to enrolment in the Masters will require satisfactory completion of Stage 1.

Information Technology - Graduate Certificate

I071  Graduate Certificate of Information Technology

The Graduate Certificate in Information Technology provides practical introductory education in IT. The program is primarily designed for people interested in an IT career who are without a tertiary qualification, but who have several years relevant work experience, and can demonstrate an aptitude and motivation for tertiary study.

Campus

Hawthorn

Course duration

Six months full-time or one year part-time.

Structure

The Graduate Certificate consists of four subjects. Students who successfully complete the Graduate Certificate may apply to progress to the Graduate Diploma in Information Technology, and should be aware that there are five core subjects to be completed for the Graduate Diploma.

Students who intend to progress on to the Graduate Diploma of Information Technology are advised to plan their selection of subjects for the Graduate Certificate carefully. Recommended combinations are shown below.

Course subjects

Choose four subjects from:

- HIT5012  Information Systems & Programming c+

Swinburne University of Technology | Postgraduate Course Handbook 2005
Information Technology - Graduate Diploma

I080 Graduate Diploma of Information Technology

The Graduate Diploma of Information Technology offers entry level study in information technology with an emphasis on software development or information systems. Students study five mandatory areas which cover the core body of knowledge for an IT professional – programming, database, data communications, software engineering and web development.

Campus
Hawthorn

Professional recognition
This course is accredited at associate level with the Australian Computer Society.

Course duration
One year full-time or two years part-time.

Structure
The Graduate Diploma in Information Technology consists of 100 Credit Points (CP), equivalent to one year of full-time study, or two years part-time. Students undertake five core subjects (62.5 credit points) and three electives (37.5 credit points) for a total of eight subjects. Entry is possible in both Semester 1 (late February) and Semester 2 (mid July).

The Graduate Diploma naturally extends into Swinburne’s Master of Information Technology where there is an opportunity to specialise in advanced information systems modelling and development, and software engineering as well as in areas such as human-computer interaction and distributed systems. Students completing the Graduate Diploma with a grade average of credit may automatically proceed to the Masters.

Course subjects
HIT5012 Information Systems & Programming (IS stream), OR
HIT5051 Software Development 1 (SD stream)
HIT5091 Web Development
HIT6016 Database 1
HIT7185 Data Communications and Networks

Plus three electives from the following list:
HIT6006 Business Computing
HIT6024 Introduction to Human Computer Interaction
HIT6052 Software Development 2G
HIT6092 Advanced Web Technologies
HIT6110 Programming in VB .NET
HIT7013 Programming Business Systems
HIT7017 Database 2
HIT7037 Programming in Java
HIT7049 Systems Analysis & Modelling (IS stream)
HIT7084 Electronic Commerce: A Business Perspective
HIT7110 Component Based Development .NET
HIT7116 Information Technology - A Critical Review
HIT7136 Information Technology - A Critical Review
HIT7149 Analysis, Modelling and Design

Entry requirements
A degree in a non-IT discipline from a recognised tertiary institution or approved equivalent. As no prior knowledge of IT is assumed, applicants with a degree in IT will be considered only if that degree was obtained several years ago, and/or that degree has little overlap with the curriculum of the chosen stream.

Applicants without a degree, who have substantial relevant business experience, may be accepted into the Graduate Certificate in Information Technology - a program consisting of the first four subjects in the Graduate Diploma. Students who successfully complete the Graduate Certificate may apply for admission to the Graduate Diploma.
The Master of Information Technology (M IT) provides an opportunity for participants to undertake an in-depth study of some of today's most exciting IT developments. The MIT is designed for those with a bachelor's degree or a graduate diploma in an information technology discipline (computer science, information systems, computer systems engineering).

The program specifically aims to suit the needs of recent graduates who wish to pursue advanced studies and also experienced IT professionals, whose previous qualification was obtained some time ago, and who are seeking to extend or update their knowledge. Students may choose to undertake one of four specialisation programs, or alternatively choose a broader range of subjects.

Specialisation programs are:
- Master of Information Technology (Software Engineering)
- Master of Information Technology (Information Systems)
- Master of Information Technology (Internet Computing)
- Master of Information Technology (Information Systems Management)

The Software Engineering specialisation offers a course of study focusing on the development of practical skills and theoretical knowledge. It focuses on methodologies, tools, techniques and management principles necessary to support the effective and efficient development of high quality software.

The Information Systems specialisation offers a course of study focusing on the knowledge and skills needed by information systems analysts, designers and developers. It includes advanced topics in system and information modelling, database design and component technology. The Unified Modelling Language (UML) is emphasised. Students use industrial strength products such as Oracle and Microsoft .NET development tools.

The Internet Computing specialisation offers a course of study focusing on the skills and concepts required to develop Internet-based systems. It also includes advanced topics in enterprise systems development, XML and web technologies.

The Information Technology Management specialisation allows students to study a relatively non-technical program focusing on contemporary strategic business and information systems issues. Subjects will cover project management, eCommerce, ERP systems, knowledge management, security, IT strategies, data modelling and software process improvement. This specialisation has been designed to support those whose ambition is to assume information systems management roles in organisations.

Students with a degree in a non-computing discipline wishing to undertake the MIT program must generally first enrol in the Graduate Diploma in Information Technology.

Aims & Objectives
The MIT aims to enhance vocational skills and conceptual knowledge, and to provide the theoretical underpinning for these skills and knowledge.

Campus
Hawthorn

Professional recognition
This course is accredited at Professional Level (the highest level) towards membership with the Australian Computer Society.

Course duration
One year full-time or two years part-time. For students commencing at the Graduate Diploma stage, the course is two years full-time or four years part-time.
HIT8156  Software Process Improvement
HIT8157  Large Scale System Design
HIT8159  Software Quality Management
HIT8164  Internet Networking Infrastructure
HIT8166  Software Testing Processes and Automation
HIT8189  Usability Engineering
HIT8197  Advanced .NET Programming
HIT8243  Games Programming

**Level 2 subjects**

Students may complete up to 25 credit points of Level 2 subjects. Note: Some Level 2 subjects may be necessary in order to fulfill the prerequisite knowledge of Level 3 subjects.

- HIT6110  Programming in VB.NET
- HIT6092  Advanced Web Technologies
- HIT7013  Programming Business Systems
- HIT7017  Database 2
- HIT7037  Programming in Java
- HIT7049  Systems Analysis M odelling
- HIT7072  C++ for Programmers
- HIT7110  Component Based Development .NET
- HIT7149  Analysis, M odelling and Design

**Research subjects**

- HIT8067  Minor Thesis (50 CP)
- HIT8068  Research Seminar (12.5 CP)
- HIT8069  Research Paper (22.5 CP)
- HIT8070  Research Report (25 CP)

Students wishing to undertake research subjects must present evidence of their capacity for research. Students who are approved to study research subjects may choose no more than one of: HIT8067, HIT8069, HIT8070.

**MIT (Software Engineering) subjects**

In order to qualify for the MIT (Software Engineering), at least 75 credit points must be taken from the following software engineering subjects:

- HIT8023  Human-Computer Interaction
- HIT8055  Software Maintenance Project
- HIT8057  Software Testing and Reliability
- HIT8060  Systems Project Management*
- HIT8066  Software Tools
- HIT8098  Agile Development Project
- HIT8156  Software Process Improvement
- HIT8157  Large Scale System Design
- HIT8159  Software Quality Management (must be included)
- HIT8166  Software Testing Processes and Automation
- HIT8189  Usability Engineering

**MIT (Information Systems) subjects**

In order to qualify for the MIT (Information Systems), at least 75 credit points must be taken from the following information systems subjects:

- HIT8012  Current Issues in Information Systems*
- HIT8018  Database 3
- HIT8023  Human-Computer Interaction
- HIT8028  Information Systems Management*
- HIT8033  Information Systems Development Project (25 CP)
- HIT8035  IT Effectiveness*
- HIT8060  Systems Project Management*
- HIT8077  Introduction to ERP Systems
- HIT8078  Knowledge Management
- HIT8088  E-Commerce Management*
- HIT8093  XML Technologies
- HIT8096  .Net Architecture
- HIT8121  Internet Security
- HIT8126  Advanced Data M odelling
- HIT8127  Component M odelling and Design
- HIT8130  Information Systems M odelling Project
- HIT8142  Object-Oriented M odelling

* Requires at least four years industry experience.

**MIT (Internet Computing) subjects**

In order to qualify for the MIT (Internet Computing), at least 75 credit points must be taken from the following internet computing subjects:

- HIT8041  Advanced Web Development
- HIT8087  Advanced Java
- HIT8093  XML Technologies
- HIT8096  .Net Architecture
- HIT8099  Enterprise .NET
- HIT8119  Enterprise Java
- HIT8211  Internet Security
- HIT8140  Multimedia for the WWWW
- HIT8164  Internet Networking Infrastructure
- HIT8197  Advanced .NET Programming

It is recommended that students include one of the following pairs of subjects: (HIT8087 & HIT8119) or (HIT8197 & HIT8099).

**MIT (Information Systems Management) subjects**

**Stage 1**

- HIT5012  Information Systems and Programming
- HIT6016  Database I
- HIT7185  Data Communications and Networks
- HIT7091  Web Development
- HIT6006  Business Computing
- HIT7049  Systems Analysis and Modelling
- HIT7136  Information Technology - A Critical Review
- HIT7084  eCommerce - A Business Perspective

**Stage 2**

A total of 100 credit points comprising:

- HIT8122  Information Systems Management A
- And at least five of the following six subjects:
  - HIT8077  Introduction to ERP Systems
  - HIT8078  Knowledge Management
  - HIT8160  Systems Project Management A
  - HIT8135  Information Technology Effectiveness A
  - HIT8188  eCommerce Management A
  - HIT8112  Current Issues in Information Systems A

One or two MInfTech elective subjects (to be chosen subject to pre-requisites)

**Entry requirements**

A degree or graduate diploma in an information technology discipline from a recognised tertiary institution or approved equivalent.

Students with a Credit Grade Point Average degree in another discipline generally undertake the Graduate Diploma in Information Technology prior to commencing the Masters program. Students may be eligible for up to 25 credit points of exemptions in the Graduate Diploma, based on prior study of IT.

Students with a degree containing minor studies in IT (consisting of the equivalent of at least 3 undergraduate subjects) may be granted admission to the MIT, but generally they will be required to enrol in a preliminary program consisting of an appropriate number of Graduate Diploma subjects, designed to bring their IT knowledge up to the level of someone with a Graduate Diploma.
Students undertaking all or some of the Graduate Diploma in Information Technology will normally require a Credit Grade Point Average before proceeding to the Master of Information Technology.

**Information Technology - M Tech**

**I064** Master of Technology in Information Systems

**I061** Master of Technology in Information Technology

**I065** Master of Technology in Information Technology Management

**I062** Master of Technology in Internet Computing

**I063** Master of Technology in Software Engineering

The Master of Technology (Information Technology) provides a comprehensive postgraduate professional education in information technology targeted towards those who wish to add information technology knowledge and skills to their prior learning. The program allows students to choose between a breadth-based IT program, and several programs that are designed to cover a specialist area of information technology.

Stage 1 of the course introduces knowledge and skills in the core elements in Information Technology - programming, database, communications, web development and systems analysis or software engineering. These core subjects and the three Stage 1 electives prepare students for the advanced studies in Stage 2.

Stage 2 of the course provides either a broad program of advanced subjects resulting in the award of M Tech (Information Technology), or a set of subjects forming a specialisation in Information Technology Management, Software Engineering, Information Systems or IT Management resulting in a M Tech with a particular badge.

The M Tech of Technology (Internet Computing) specialisation offers a course of study focusing on the skills and concepts required to develop Internet-based systems. It also includes advanced topics in enterprise systems development, XML and web technologies.

The M Tech of Technology (Software Engineering) specialisation offers a course of study focusing on the development of practical skills and theoretical knowledge. It focuses on methodologies, tools, techniques and management principles necessary to support the effective and efficient development of high quality software.

The M Tech of Technology (Information Systems) specialisation offers a course of study focusing on the knowledge and skills required by information systems analysts, designers and developers. It includes advanced topics in system and information modelling, database design and component technology. The Unified Modelling Language (UML) is emphasised. Students use industrial strength products such as Oracle and Microsoft.NET development tools.

The M Tech of Technology (Information Technology Management) specialisation offers a course of study focusing on major issues in the management of information technology/information systems in business and industry.

**Aims & Objectives**

The M Tech aims to enhance vocational skills and conceptual knowledge, and to provide the theoretical underpinning for these skills and knowledge.

**Campus**

Hawthorn

**Professional recognition**

Application will be made for Professional Level (the highest level) accreditation with the Australian Computer Society.

**Course duration**

Eighteen months to two years full-time or three years part-time.

**Structure**

The M Tech will normally require 150 credit points to be completed over a two year period of full-time study. Students may be permitted to complete the program over one and a half years of full-time study, on permission from the Program Manager.

Part-time study, normally over three years, is permitted. Entry is possible in Semester 1 (Feb/March), Semester 2 (July) and Summer (October – Feb).

Postgraduate students are categorised as Level 2 or 3. Subjects are generally worth 12.5 credit points. For the M Tech, students must complete 100 credit points of Level 2 subjects in Stage 1 and 50 credit points of Level 3 subjects in Stage 2 for a total of 150 credit points. Some Level 2 subjects may be necessary in order to fulfil the prerequisite knowledge of Level 3 subjects.

Students who wish to exit the program after completing 50cp may transfer to and apply for the Graduate Certificate of Information Technology (I071). All requirements of this other award must be fulfilled.

Students who wish to exit the program after completing the requirements of Stage 1 (100 cp) may transfer and apply for the Graduate Diploma of Information Technology (I080). All requirements of this other award must be fulfilled.

On completion of the M Tech, students who wish to proceed to undertake further studies towards the M InfTech, M Sc(Computing) or M Sc(Computing)(Hons) degrees will be permitted to transfer into the other program without taking out the M Tech award, and will be granted full credit for relevant subjects taken as part of the M Tech.

**Specialisations**

The M Tech (Information Technology) provides a broad program of study within the constraints of prerequisites and timetabling limitations. Alternatively, students may choose a specialisation that allows them to apply for a badgeged M Tech upon completion of the course. Current specialisations are the M Tech (Internet Computing), M Tech (Software Engineering), M Tech (Information Systems) and the M Tech (Information Technology Management). To qualify for a specialisation, students must make particular choices amongst alternatives in both the core and elective subjects.

The list of elective subjects may change from time to time as new subjects are offered, and existing subjects removed, according to developments in the IT disciplines, and the staffing expertise available in the School of Information Technology.

**M Tech (Information Technology) subjects**

**Stage 1 - Level 2 subjects**

**Core subjects**

- HIT5012 Information Systems and Programming, OR
- HIT5051 Software Development 1
- HIT5091 Web Development
- HIT6016 Database 1
- HIT6031 Software Engineering, OR
- HIT7049 Systems Analysis and Modelling
- HIT7185 Data Communications and Networks

**Electives**

Choose three subjects:

- HIT6006 Business Computing
- HIT6024 Introduction to HCI
- HIT6052 Software Development 2G
- HIT6092 Advanced Web Technologies
- HIT6110 Programming in VB.NET
- HIT7013 Programming Business Systems
- HIT7017 Database 2
- HIT7037 Programming in Java
- HIT7072 C++ for Programmers
- HIT7084 Electronic Commerce: A Business Perspective
- HIT7110 Component Based Development.NET
- HIT7126 Information Technology - A Critical Review
- HIT7149 Analysis Modelling and Design

**Stage 2 - Level 3 subjects**

Choose any combination of Level 3 subjects totalling 50 Credit Points, subject to pre-requisites and timetabling. Subjects are generally worth 12.5 credit points (CP) unless otherwise indicated.

- HIT8018 Database 3

Swinburne University of Technology | Postgraduate Course Handbook 2005
HIT8023 Human-Computer Interaction
HIT8033 Information Systems Development Project (25CP)
HIT8041 Advanced Web Development
HIT8055 Software Maintenance Project
HIT8057 Software Testing and Reliability
HIT8063 Unix Systems Programming
HIT8066 Software Tools
HIT8077 Introduction to ERP Systems
HIT8078 Knowledge Management
HIT8087 Advanced Java
HIT8093 XML Technology
HIT8096 .NET Architecture
HIT8098 Agile Development Project
HIT8099 Enterprise .NET
HIT8112 Current issues in Information Systems A
HIT8119 Enterprise Java
HIT8121 Internet Security
HIT8126 Advanced Data Modelling
HIT8127 Component Modelling and Design
HIT8130 Information Systems Modelling Project
HIT8132 Information Systems Management A
HIT8135 Information Technology Effectiveness A
HIT8140 Multimedia for the WWW
HIT8142 Object-Oriented Modelling
HIT8156 Software Process Improvement
HIT8157 Large Scale Systems Design
HIT8159 Software Quality Management (MUST be included)
HIT8160 Systems Project Management A
HIT8164 Internet Networking Infrastructure
HIT8166 Software Testing Processes and Automation
HIT8189 Usability Engineering
HIT8197 Advanced .NET Programming
HIT8243 Games Programming

At most one of the following subjects may be included in Stage 2:
HIT7017 Database 2
HIT7037 Programming in Java
HIT7072 C++ for Programmers

MTech (Internet Computing) subjects

Stage 1
HIT5051 Software Development 1
HIT5091 Web Development
HIT6016 Database 1
HIT6031 Software Engineering
HIT7185 Data Communications and Networks

Electives
Choose any three subjects from the following:
HIT6024 Introduction to HCI
HIT6052 Software Development 2G
HIT6092 Advanced Web Technologies
HIT7017 Database 2

Stage 2
Choose any four subjects (subject to pre-requisites and timetabling) from the following:
HIT8087 Advanced Java
HIT8093 XML Technology

MTech (Software Engineering) subjects

Stage 1
HIT5051 Software Development 1
HIT5091 Web Development
HIT6016 Database 1
HIT6031 Software Engineering
HIT7185 Data Communications and Networks

Electives
Choose any three subjects from the following:
HIT6024 Introduction to HCI
HIT6052 Software Development 2G
HIT6092 Advanced Web Technologies
HIT7017 Database 2

Stage 2
Choose any four subjects (subject to pre-requisites and timetabling) from the following:
HIT8023 Human-Computer Interaction
HIT8055 Software Maintenance Project
HIT8057 Software Testing and Reliability
HIT8066 Software Tools
HIT8098 Agile Development Project
HIT8156 Software Process Improvement
HIT8157 Large Scale Systems Design
HIT8159 Software Quality Management (MUST be included)
HIT8160 Systems Project Management A
HIT8166 Software Testing Processes and Automation
HIT8189 Usability Engineering

* Cannot be chosen if HIT6024 was undertaken in Stage 1.

MTech (Information Systems) subjects

Stage 1
HIT5051 Information Systems and Programming
HIT5091 Web Development
HIT6016 Database 1
HIT7049 Systems Analysis & Modelling
HIT7185 Data Communications and Networks

Electives
Choose any three subjects from the following:
HIT6110 Programming in VB.NET
HIT7017 Database 2
HIT6092 Advanced Web Technologies
HIT6024 Introduction to HCI
HIT7084 Electronic Commerce: A Business Perspective
HIT7136 Information Technology - A Critical Review
HIT6006 Business Computing
HIT7110 Component Based Development.NET

Stage 2
Choose any four subjects (subject to pre-requisites and timetabling) from the following:
must generally first enrol in the Graduate Certificate in Information Technology. Students without a degree but who have substantial relevant work experience or who have undertaken relevant training courses may enter the MTech by first enrolling in the Graduate Certificate in Information Technology. All applications for subject exemptions should be submitted in writing at the time of enrolment. The amount of subject exemptions offered to an applicant is assessed on the applicant's intended program of study. The applicant's intended program of study may provide credit towards the MTech. Additional credit is to be granted with the exception if the other masters program is recognised as equivalent. Credit may be granted entry to the MTech with exemptions. Upon completion of the Graduate Certificate in Information Technology, students may generally first enrol in the Graduate Certificate in Information Technology, and may provide credit towards the MTech.

Entry requirements A degree or graduate diploma in a non-information technology discipline from a recognised tertiary institution or approved equivalent. Applicants who do not hold a degree but have substantial relevant industry experience or who have undertaken relevant training courses may enter the MTech by first enrolling in the Graduate Certificate in Information Technology. Upon completion of the Graduate Certificate in Information Technology, students may transfer to the MTech with 50 credit points of subject exemptions in Stage 1.

Entry requirements for students intending to study particular subjects in Stage 2 must ensure that they possess certain prerequisite knowledge before enrolment is allowed. Therefore subjects within either stage of the MTech may require students to show that they have the relevant prerequisite knowledge.

M Tech (Information Technology Management) subjects

**Stage 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT8012</td>
<td>Information Systems and Programming</td>
</tr>
<tr>
<td>HIT8091</td>
<td>Business Computing</td>
</tr>
<tr>
<td>HIT8016</td>
<td>Database 1</td>
</tr>
<tr>
<td>HIT7049</td>
<td>Systems Analysis &amp; Modelling</td>
</tr>
<tr>
<td>HIT7084</td>
<td>Electronic Commerce: A Business Perspective</td>
</tr>
<tr>
<td>HIT7136</td>
<td>Information Technology - A Critical Review</td>
</tr>
<tr>
<td>HIT7185</td>
<td>Data Communications and Networks</td>
</tr>
</tbody>
</table>

**Stage 2**

Choose four subjects from the following list, one of which must be HIT8132:

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT8077</td>
<td>Introduction to ERP Systems</td>
</tr>
<tr>
<td>HIT8078</td>
<td>Knowledge Management</td>
</tr>
<tr>
<td>HIT8112</td>
<td>Current Issues in Information Systems A</td>
</tr>
<tr>
<td>HIT8132</td>
<td>Information Systems Management A (MUST be included)</td>
</tr>
<tr>
<td>HIT8135</td>
<td>Information Technology Effectiveness A</td>
</tr>
<tr>
<td>HIT8160</td>
<td>Systems Project Management A</td>
</tr>
<tr>
<td>HIT8188</td>
<td>eCommerce Management A</td>
</tr>
</tbody>
</table>

**Network Systems**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>S079</td>
<td>Master of Information Technology in Network Systems</td>
</tr>
<tr>
<td>S089</td>
<td>Master of Science (Honours) in Network Systems</td>
</tr>
<tr>
<td>S069</td>
<td>Master of Science in Network Systems</td>
</tr>
<tr>
<td>S059</td>
<td>Graduate Diploma of Science in Network Systems</td>
</tr>
<tr>
<td>S049</td>
<td>Graduate Certificate of Science in Network Systems</td>
</tr>
</tbody>
</table>

The Master of Information Technology in Network Systems is part of a nested suite of programs, which includes a Graduate Certificate of Science, a Graduate Diploma of Science, a Master of Science, and a Master of Science (Honours) with different entry points depending upon previous academic studies and work experience.

The program is intended both for new graduates and for experienced graduates who wish to update their skills or change their area of specialisation. It is concerned with the design, management and maintenance of networks in corporations and public networks, or service provision to public and private networks.

The convergence of computing and telecommunications is creating a new kind of networking technology based on IP networks and multimedia applications. Networks today are expected to offer multimedia services anywhere and any time. Within corporations, intranets support the interaction of people and the linking of people to information systems. There is an increasing demand for mobility. People increasingly expect seamless access to global networks. IP networking is expected to be everywhere and to offer multimedia services of all types.

The Master of Science (Network Systems) (Honours) has been designed to complement the current Master of Science (Network Systems) program with an additional semester made up of a substantial research Minor Thesis. This course provides an education in networking at the postgraduate level, with a strong focus on internet technologies. This program will allow students to undertake more advanced research and development projects within their Masters program.

**Aims & Objectives**

The aim of this course is to provide excellent career opportunities by offering a high level of networking principles and an appreciation of the emerging issues and technologies in networks, together with specific competencies in industry certification material such as Cisco CCNA and CCNP and Microsoft M CSE.

Note: Certification examinations are not part of this course. In some cases the course covers only part of the requirements. For further information see: www.swinburne.edu.au/bsee/TandIT/CCNA-CCNP.html, or www.swinburne.edu.au/bsee/TandIT/M CSE.html

**Campus**

Hawthorn

**Career opportunities**

Industry certified skills are highly valued, and there is a need for professionals with a solid understanding of the design, management and maintenance of modern networks.

**Professional recognition**

The CCNA, CCNP and M CSE certifications are widely recognised and valued in industry. This course fully prepares students for the CCNA certification exam and partly for M CSE and CCNP.

**Course duration**

Graduate Certificate: one semester full-time or equivalent part-time.

Graduate Diploma: one year (two semesters) full-time or equivalent part-time.

M Sc: one and a half years (three semesters) full-time or equivalent part-time.

M Sc (Hons): two years (four semesters) full-time or equivalent part-time.

M InfTech: two years (four semesters) full-time or equivalent part-time.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>S049</td>
<td>Graduate Certificate of Science in Network Systems</td>
</tr>
</tbody>
</table>

The Master of Information Technology in Network Systems is part of a nested suite of programs, which includes a Graduate Certificate of Science, a Graduate Diploma of Science, a Master of Science, and a Master of Science (Honours) with different entry points depending upon previous academic studies and work experience.

The program is intended both for new graduates and for experienced graduates who wish to update their skills or change their area of specialisation. It is concerned with the design, management and maintenance of networks in corporations and public networks, or service provision to public and private networks.

The convergence of computing and telecommunications is creating a new kind of networking technology based on IP networks and multimedia applications. Networks today are expected to offer multimedia services anywhere and any time. Within corporations, intranets support the interaction of people and the linking of people to information systems. There is an increasing demand for mobility. People increasingly expect seamless access to global networks. IP networking is expected to be everywhere and to offer multimedia services of all types.

The Master of Science (Network Systems) (Honours) has been designed to complement the current Master of Science (Network Systems) program with an additional semester made up of a substantial research Minor Thesis. This course provides an education in networking at the postgraduate level, with a strong focus on internet technologies. This program will allow students to undertake more advanced research and development projects within their Masters program.

**Aims & Objectives**

The aim of this course is to provide excellent career opportunities by offering a high level of networking principles and an appreciation of the emerging issues and technologies in networks, together with specific competencies in industry certification material such as Cisco CCNA and CCNP and Microsoft M CSE.

Note: Certification examinations are not part of this course. In some cases the course covers only part of the requirements. For further information see: www.swinburne.edu.au/bsee/TandIT/CCNA-CCNP.html, or www.swinburne.edu.au/bsee/TandIT/M CSE.html

**Campus**

Hawthorn

**Career opportunities**

Industry certified skills are highly valued, and there is a need for professionals with a solid understanding of the design, management and maintenance of modern networks.

**Professional recognition**

The CCNA, CCNP and M CSE certifications are widely recognised and valued in industry. This course fully prepares students for the CCNA certification exam and partly for M CSE and CCNP.

**Course duration**

Graduate Certificate: one semester full-time or equivalent part-time.

Graduate Diploma: one year (two semesters) full-time or equivalent part-time.

M Sc: one and a half years (three semesters) full-time or equivalent part-time.

M Sc (Hons): two years (four semesters) full-time or equivalent part-time.

M InfTech: two years (four semesters) full-time or equivalent part-time.
Students wishing to exit with the Graduate Certificate of Science (Network Systems) must successfully complete a minimum of 50 credit points (CP), including at least three core subjects.

Students wishing to exit with the Graduate Diploma of Science (Network Systems) must successfully complete a minimum of 100 credit points (CP), including all core subjects for that program of study.

**Course subjects - MSc(Hons) stream**

All subjects are 12.5 credit points unless otherwise specified.

### Core subjects

- HET706 Networks & Routing*
- HET708 Internetworking Technologies*
- HET710 Network Administration*
- HET712 Enterprise Networking*
- HET715 Network Computing
- HET716 Networked Applications
- HET717 Simulation of Networks
- HET720 Real Time Operating Systems
- HIT9010 Research Methods
- HET721 Minor Thesis (50 CP)**

### Elective subjects

- HET713 Internetwork Routing$
- HET714 Internetwork Switching
- HET718 Mobile and Personal Networking
- HET725 Research Report (25 CP)**
- HET736 Broadband Multimedia Networks##
- HET755 Introduction to Network Programming###
- HET756 Network Security
- HET758 Networking and Online Games
- HET753 Remote Access Networks$
- HET760 Internetworking Routing$
- HET708 Internetworking Technologies*
- HET710 Network Administration#
- HET712 Enterprise Networking#
- HET724 Research Paper**
- HET725 Research Report (25 CP)**

* Prepare students for CCNA (Cisco Certified Network Associate) Qualification
# Prepare students partly for MCSE (Microsoft Certified Systems Engineering) Qualification. Covers 4 core units of MCSE.
$ Prepare students partly for CCNP (Cisco Certified Network Professional) Qualification. Each subject covers one quarter of CCNP.
** For admission to the Minor Thesis subject, students must have completed 150CP of subjects and have their project proposal approved.
## this subject will run for the last time in Semester 1, 2005
### not required for students who commenced full time before Semester 2, 2004 and completing HET715 in Semester 2, 2004

**Award of Honours**

The award of Honours will be subject to satisfaction of performance criteria. The proposed criteria are:

- Minimum of 200 credit points of study.
- Attainment of at least 70% average over the last 100 credit points of study OR 75% over the last 50 credit points of study.

A student who fails to satisfy these performance criteria will be awarded the 150 credit point degree of Master of Science (Network Systems).

Students will normally be enrolled in the Recommended Study Sequence (see below) and must successfully complete a minimum of 200 credit points (CP). In all cases, the course of study must take account of timetable constraints and prerequisite subjects.

The program must include HIT9010 Research Methods and HET721 Minor Thesis.
Recommended Study Sequence

**Semester 1**
- HET706 Networks & Routing
- HET710 Network Administration
- HET718 Mobile and Personal Networking
- HET755 Introduction to Network Programming

Exit with Graduate Certificate of Science (Network Systems) or progress to Graduate Diploma of Science (Network Systems).

**Semester 2**
- HET708 Internetworking Technologies
- HET712 Enterprise Networking
- HET716 Networked Applications
- HET720 Real Time Operating Systems

Exit with Graduate Diploma of Science (Network Systems) or progress to Master of Science (Network Systems), Master of Science (Network Systems) (Honours), or the Master of Technology (Network Systems).

**Semester 3 - MSc**
- HET713 Internetwork Routing
- HET715 Network Computing
- HET729 Design and Management of Networks
- HET756 Network Security

Exit with Master of Science (Network Systems).

**Semester 3 - MInfTech stream**
- HET713 Internetwork Routing
- HET715 Network Computing
- HET729 Design and Management of Networks

Only one of the following to be completed during the course:
- HIT9010 Research Methods
- HAT401 Applied Communications

Exit with Master of Science (Network Systems) or progress to Master of Science (Network Systems) (Honours).

**Semester 4 - MInfTech stream**
- HET713 Internetwork Routing
- HET715 Network Computing
- HET729 Design and Management of Networks

**Semester 4 - MInfTech stream**
- HET721 Minor Thesis

Exit with Master of Science (Network Systems) (Honours).

**Higher Degrees by Research**

**I190 Master of Science (Information Technology)**

Graduates who hold a bachelor degree and who have shown a high standard of academic achievement in that course may be admitted to candidature for the degree of Master of Science by Research. The higher degree programs currently available require the presentation of a major thesis based on original research, investigation or development work providing that adequate facilities and supervision can be arranged.

The Statute for the degree of Master of Science by Research sets out the regulations governing this qualification. See website: www.swin.edu.au/corporate/registrar/ppd/edu/policy_for_the_degree_of_master_by_research_and_thesis_procedure.htm

**Aims & Objectives**

Master of Science by Research degree generally has the objective of training students in research methodology and techniques and in their critical evaluation, appropriate to their field of study, and in the application of such methodology by conducting a specified program of research under appropriate supervision. In addition, this degree requires training in analysing the literature and debate in the substantive area of the thesis topic at an advanced level.

**Campus**

Hawthorn

**Course duration**

The expected normal duration of candidature is two years full-time or equivalent part-time.

**Structure**

Candidates undertake their research program at the School of Information Technology. Candidates are expected to demonstrate satisfactory progress on an annual basis. To be assessed for a Doctor of Philosophy, candidates must present a major thesis based on original research, investigation or development work carried out under Swinburne staff supervision.

**Entry requirements**

Applicants should have a bachelor's degree with honours (1st or 2nd class) or the equivalent from an overseas institution, in information technology or a related area. Other normal conditions apply such as the English requirement for international students.

**I001 Doctor of Philosophy**

Graduates who hold a bachelor degree and who have shown a high standard of academic achievement in that course may be admitted to candidature for the degree of Doctor of Philosophy. The higher degree programs currently available require the presentation of a major thesis based on original research, investigation or development work providing that adequate facilities and supervision can be arranged.

The Statute for the degree of Doctor of Philosophy sets out the regulations governing this qualification. See website: www.swin.edu.au/corporate/registrar/ppd/edu/degree_of_doctor_of_philosophy_procedure.htm

**Aims & Objectives**

PhD degrees provide training and education with the objective of producing graduates with the capacity to conduct research independently at a high level of originality and quality. The student ought to be capable by the end of his/her candidature of conceiving, designing and carrying to completion a research program without supervision. The PhD candidate should uncover new knowledge either by the discovery of new facts, the formulation of theories or the innovative reinterpretation of known data and established ideas.

**Campus**

Hawthorn

**Course duration**

The expected normal duration of candidature is 3.5 years full-time or 6 years part-time.
Structure
Candidates undertake their research program at the Faculty of Information and Communication Technologies. Candidatures are expected to demonstrate satisfactory progress on an annual basis. To be assessed for a Doctor of Philosophy, candidates must present a major thesis based on original research, investigation or development work carried out under Swinburne staff supervision.

Entry requirements
Applicants should have a bachelor's degree with honours (1st or 2nd class) or the equivalent from an overseas institution, in information technology or a related area. Other normal conditions apply such as the English requirement for international students.

Application procedure
Applications can be submitted at any time of the year. Applicants should contact the appropriate research area where they wish to undertake their postgraduate research, to discuss if supervision is available for their proposed research topic.

Faculty of Life and Social Sciences
We are living during a time of rapid technological innovation, described by some as the ‘Information Age’, or the ‘Third Industrial Revolution’. The extraordinary technological changes have led to new economic, political and social institutions and have given rise to new forms of everyday life, relationships, artistic expression, new choices and ethical dilemmas.

The Faculty of Life and Social Sciences is an innovative combination of disciplines, from the life and neurological sciences to the social sciences and humanities. It provides a unique platform for cross-disciplinary teaching and research at the cutting edge of technological innovation, including its behavioural and social dimensions.

It is the largest of Swinburne’s five faculties, with more than 180 academic, administrative, research and technical support staff and more than 150 postgraduate research students.

World class research activities are undertaken within the faculty’s disciplines, research centres and institutes. Host to perhaps the most diverse research effort in the country housed under one umbrella, these research groups have a long and proven history of attaining research grants from government and industry sources. Each year there is an increasing number of postgraduate completions, numerous research books and papers are published and the faculty enjoys one of Swinburne’s highest rates of citation in the international literature.

With its breadth of courses and demonstrated excellence in research, the faculty is well placed to continue to deliver high quality education and research outcomes to the local and international community, and government and industry partners in research and consultancy.

Application procedure
Application forms can be obtained by downloading from the web at: www.swinburne.edu.au/hed/postgrad or by contacting the Faculty of Life and Social Sciences.

International students should contact the International Student Unit on +61 3 9214 8647 or visit the website at: www.swinburne.edu.au/isu

Further information
Tel: +61 3 9214 8859
Fax: +61 3 9819 0574
Email: sbsadmin@swin.edu.au or bsee@swin.edu.au
Website: www.swinburne.edu.au/lss

Applied Media

N0907 Master of Arts in Applied Media
N0804 Graduate Diploma of Arts in Applied Media
N070 Graduate Certificate of Arts in Applied Media

The Master of Arts (Applied Media) is designed to equip graduates with attributes that make them attractive to prospective employers, or more valuable to current employers. The nature of expertise in such a dynamic environment is changing and the key graduate attributes of the program are adaptability, versatility and creativity. The extension of these attributes to the level of Master assumes an advanced standing in relation to the ability to respond inventively and authoritatively to the demands of industries in transition, converged media and the changing nature of work itself in many new media contexts.

Aims & Objectives
The Applied Media program is designed to provide opportunities for students to develop the following skills:

- Ability to critically and theoretically analyse digital media processes and products.
- Responsiveness to technological and industrial change.
- Capability in applying research and reflection in the process of producing innovative media products.
- Ability to develop effective communication strategies using a variety of communicative forms and literacies.
• Competencies in working collaboratively and creatively in project management and problem solving.
• Effective membership and an understanding of the importance of networking within professional environments.
• Development of an ongoing critical awareness of their own learning needs and the application of appropriate technologies.
• Have the ability to respond creatively and inventively to technological and vocational change.

The program also aims to:
• Provide knowledge of and experience in the production of a range of traditional and new media.
• Provide students with real world experience in the workplace through placements and through developing projects for real clients.
• Provide experience in the presentation and marketing of media production.
• Introduce students to the changing face of media culture and the new technologies of electronic media.
• Equip students with the skills to develop a substantial media production.

Campus
Hawthorn

Career opportunities
The Master of Arts (Applied Media) provides a broad range of writing and production skills valued in many sectors of the print, broadcasting and electronic media, such as radio production, journalism and information technology. Graduates will be equipped with the kind of digital technology skills likely to be sought by software developers working in the multimedia industry. Graduates are also equipped with skills in content and project management and a range of generic skills that qualify them to actively contribute to the changing nature of work and vocational training in relation to the impact of media.

Course duration
Graduate Certificate: one year part-time.
Graduate Diploma: one year full-time or two years part-time.
Master: one and a half years full-time or three years part-time.

Structure
The Master of Arts (Applied Media) is a nested program incorporating the Graduate Certificate and Graduate Diploma of Arts (Applied Media).

The Graduate Certificate of Arts (Applied Media) comprises one core subject plus two elective subjects, totalling 50 credit points.

The Graduate Diploma of Arts (Applied Media) comprises two core subjects plus four elective subjects, totalling 100 credit points. Studies may be taken full-time over two semesters or part-time over four semesters.

The Master of Arts (Applied Media) comprises two core subjects plus electives/thesis subjects. The course provides students with the flexibility to meet particular needs. In addition to the two core subjects (50 credit points), students are required to complete eight elective subjects (100 credit points), or four elective subjects (50 credit points) and a minor thesis/project (50 credit points).

Students who choose the minor thesis have the option to write an academic dissertation or research report, case study or other form of industry related, consultancy-based research. The nature of the examinable outcome of the thesis subject can be negotiated with the supervisor.

Course subjects
Core subjects (25 credit points each)

HAM 400 Media Work Experience/Placement
HAM 412 Media Project

Note: The core subjects are taught over two semesters

Elective subjects (12.5 credit points each)

HAL 401 Cultural Convergence
HAM 402 Radio Production and Criticism A
HAM 410 Electronic Writing
HAM 411 Globalisation: Media and Telecommunications
HAM 413 Multimedia Authoring 1
HM 414 Multimedia Authoring 2
HAM 415 Media Arts in Australia
HAM 416 Radio Production and Criticism B
HAM 424 New Media Production
HAM 425 Key Cultural Issues in Media and Communication
HAM 426 Communication Environments

Minor Thesis (50 credit points)
HAM 506 Thesis (2 semesters part-time), OR
HAM 507 Thesis (1 semester full-time)

Entry requirements
Applicants must satisfy the following requirements:
• Completion of an approved undergraduate degree from a recognised university or equivalent institution; or
• Other relevant experience which in the opinion of the Selection Committee is of a satisfactory standard and are suitable preparation for entry into the course.

Applicants who do not hold an appropriate qualification but who have relevant experience may initially be admitted to the Graduate Certificate level. Selection is made on the basis of the applicant’s suitability for the course as determined by an interview. Students are expected to be computer literate and to have Internet access outside of Swinburne.

International applicants are required to have an IELTS score of 6.5 or higher with no bands less than 6.

Applied Statistics

This program is designed for graduates in the humanities, social sciences and health sciences who have a professional interest in the use of statistics. It is also applicable to other graduates who have a need to use statistics in their work but have not had sufficient or current training in applied statistics. It concentrates on practical skills and enables participants to broaden their theoretical and practical knowledge of the basic areas of statistics.

Campus
Hawthorn

Career opportunities
Research officer in a wide variety of areas including government agencies, market research, education, medical and biological sciences, town planning and social research.

Course duration
Graduate Certificate: two semesters part-time or one semester full-time.
Graduate Diploma: four semesters part-time or two semesters full-time.
Master: one and a half years full-time or three years part-time.

Structure

The Master of Science in Applied Statistics is a nested program. Applicants may enter the program at Level 1 (Graduate Certificate) and progress through to Level 2 (Graduate Diploma) and Level 3 (Master). However, progress from Level 2 to Level 3 will be dependent on achievement of a credit average or better across Level 1 and Level 2, with at least two distinctions in Level 2 subjects. Furthermore, students must obtain prior approval from the program director and/or nominated staff member(s) as to which of the two master options they should take.

The Graduate Certificate comprises four subjects normally selected from Level 1. Graduate Diploma students undertake eight subjects, which includes the four subjects undertaken at the Graduate Certificate level, according to the following rules:
1. At least three subjects must be from Level 2.
2. With approval students may include subjects from Level 3 of the Master program.
3. A maximum of two other approved subjects may be substituted for two of the subjects listed (one from each level).
4. A maximum of two exemptions are permitted. All the subjects will not necessarily be offered each year.
The Master degree can be completed by either of the following options:
(i) Completion of Industrial/Research Project A & B plus ten other subjects, with at least six from level 2 or 3, of which two must be from level 3, for a total of 150 credit points, or
(ii) Completion of twelve 12.5 credit point subjects from the nested program, with at least eight from levels 2 or 3, of which four must be from level 3, for a total of 150 credit points.
Full-time students undertake four subjects per semester, part-time students undertake two subjects per semester. The class contact hours for each subject will normally be three hours per week for one semester, consisting of a combination of lectures and practical work as applicable to the topic.
All academic subjects carry 12.5 credit points. Some subjects are available in an off-campus flexible learning mode (Distance Learning).

Course subjects

**Level 1**
- HMS770 Statistical Practice 1
- HMS771 Statistical Practice 2
- HMS772 Basic Statistical Computing
- HMS773 Survey Research Practice
- HMS774 Introduction to Health Statistics
- HMS775 Chance and Gaming

**Level 2**
- HMS780 Multivariate Statistics
- HMS781 Further Statistical Computing
- HMS782 Forecasting
- HMS783 Demographic Techniques
- HMS784 Regression Models in Health
- HMS786 Survey Sampling
- HMS787 Database Development and Management
- HMS788 Sports Performance Modelling

**Level 3**
- HMS790A Industrial Research Project A
- HMS790B Industrial Research Project B
- HMS791 Structural Equation Modelling
- HMS792 Scale Development and Evaluation
- HMS793 Advanced Topics in Regression
- HMS794 Statistical Marketing Tools
- HMS795 Epidemiological Methods

**Entry requirements**
A degree from a recognised tertiary institution or approved equivalent. Applicants with appropriate work experience and other qualifications will also be considered.

---

**Clinical Psychology**

**N0912 Master of Psychology in Clinical Psychology**

The Master of Psychology in Clinical Psychology provides high-level training in psychopathology, assessment and therapeutic interventions with adults and children who are suffering from clinical disorders. Students will gain an understanding of clinical practice related to disorders e.g. anxiety disorder, mood disorder, psychosis and personality disorder.

**Aims & Objectives**
The program is intended primarily to meet the growing demand for professionals with a high level of training in therapeutic interventions for people suffering clinical disorders such as anxiety disorder, clinical depression, schizophrenia, eating disorders, personality disorders, depression, trauma, alcohol dependence, childhood disorders and psychogeriatrics.

Students will learn to assess the current level of psychosocial functioning and to formulate and provide therapeutic interventions for individuals, groups, couples and families experiencing such problems as anxiety, depression, psychosis and disorders of impulse control. Students will learn to understand psychiatric diagnostic systems and to develop diagnoses for children, adolescents and adults with psychiatric disorders.

**Campus**
Hawthorn

**Career opportunities**
Graduates may gain employment in community mental health centres, psychiatric hospital settings, specialist services for particular clinical groups, schools, post-secondary education, clinical rehabilitation services and private practice.

**Professional recognition**
Graduates of the Master program will be eligible for:
- Membership of the Australian Psychological Society (APS)
- Registration as a Psychologist in the State of Victoria
- After two years of appropriate supervised practice, membership of the APS College of Clinical Psychologists

**Course duration**
Four years part-time.
From 2006, in exceptional circumstances, applications from international students (for two years full-time study) may be considered.

**Part-Time Program**

**Year 1**

**Semester 1**
- HAY330 Counselling Theory and Skills
- HAY339 Psychological Assessment

**Semester 2**
- HAYC550 Adult Psychopathology
- HAYC556 Clinical Placement A1

**Year 2**

**Semester 1**
- HAYC551 Cognitive Behaviour Therapy and Research
- HAYC557 Clinical Placement A2

**Semester 2**
- HAY547 Psychology of the Family
- HAYC558 Clinical Placement B1

**Year 3**

**Semester 1**
- HAYC552 Child Psychopathology and Assessment
- HAYC560 Research Project (Clinical) A1

**Semester 2**
- HAYC559 Clinical Placement B2
HAYC561 Research Project (Clinical) A2

Year 4
Semester 1
HAYC553 Neuropsychology and Psychopharmacology
HAYC562 Research Project (Clinical) B1

Semester 2
HAYC531 Foundations of Health Psychology
HAYC563 Research Project (Clinical) B2

Entry requirements
A degree from an Australian university and completion of a four-year sequence of studies in psychology at second class level or above in a course or courses accredited by the APS, or have equivalent overseas qualifications recognised by the APS.

Experience in face-to-face counselling or have completed significant training in counselling skills e.g. Lifeline, Care Ring, counselling skills in tertiary programs or other appropriate work experience.

An international student intake will commence from 2006. International students will also be required to have an IELTS score of 6.5 or higher with no bands less than 6.0.

Commercial Radio

N061 Graduate Diploma of Arts in Commercial Radio

This course is designed for people who wish to pursue a career in commercial radio broadcasting. Students receive two semesters of intensive tuition in all aspects of commercial radio operations, with practical training in announcing and news presentation. Other areas covered include voice training, production, copywriting, news writing and presentation, sales and marketing, promotions, music and programming, radio station management and computing skills. There is a strong focus on digital audio processing and control systems, using extensive computing facilities in studios and production areas. Broader issues are a part of the focus on digital audio processing and control systems, using extensive computing facilities in studios and production areas. Broader issues are introduced including broadcasting ethics and codes of practice, media law and ownership, the impact of information technologies and audience research.

Campus
Hawthorn

Career opportunities
The Graduate Diploma of Arts in Commercial Radio has been operating successfully for fifteen years with over 80% of graduates securing positions in the commercial radio industry across Australia as announcers, journalists, creative writers, promotion assistants, sales executives, scheduling, production managers and music directors. Every assistance is provided to place graduates in the workforce. No guarantees of employment can be given, however the skills gained and the contacts made during the course should place participants in an excellent position to secure employment in the commercial radio industry.

Professional recognition
The Graduate Diploma in Commercial Radio has the full support of Commercial Radio Australia (CRA) and the industry is actively involved in lectures, seminars and workshops.

Course duration
One year (two semesters) full-time.

Course subjects
Students undertake eight subjects over two semesters:
HAM 441 Radio in Australia
HAM 442 Radio Presentation
HAM 443 Radio Journalism
HAM 444 Radio Marketing and Promotions
HAM 445 Radio Advertising Copywriting
HAM 446 Radio Production
HAM 447 Radio Broadcasting Practice

HAM 448 Radio Industry Placement

Entry requirements
A degree from a recognised tertiary institution or approved equivalent. Special entry is available to applicants who have substantial experience in radio or related media industries.

Selection is made on the basis of the applicant’s suitability for the course as determined by admission requirements and an interview. The personal qualities sought in applicants are a clear intention and desire to make commercial radio a career, and an ability to work co-operatively in a group. A clear speaking voice is essential.

Students are expected to be computer literate and are encouraged to have access to a computer and the internet outside Swinburne.

Application procedure
Applications are invited from residents of all States and Territories of Australia.

Applicants should also supply the following information with the above-mentioned postgraduate application form:

Relevant Experience: Provide details of any experience you have gained that will support your application. This may include broadcasting, community service, live performances or technical ability. Please type on a separate sheet and write no more than 500 words.

Personal Goals: Write about your personal goals and objectives relating any relevant history. Please type on a separate sheet and write no more than 500 words.

References: Supply any references which you feel would support your application. Referees that know of your suitability to radio should be listed with contact telephone numbers.

Communications

N095 Master of Arts in Communications

This course was developed to meet the demand of graduates, senior industry and government personnel, and international students for an advanced program in the field of media and communications. It provides students with specialised knowledge at the cutting edge of communications culture, improved research capabilities, and the development of a range of communications skills.

Aims & Objectives
The course sets out to provide:

- Theoretical and conceptual approaches to fields of debate in communication studies and the enhancement of practical skills.
- Exploration of subjects, research and production approaches highly relevant to contemporary society.
- Flexibility in terms of choice across streams of media and telecommunications policy analysis, cultural theory and textual analysis, production, writing and journalism, new communications technology, and marketing.
- Breadth of expertise which students can use in applied field work for themselves, or with an employer.
- Opportunities for close liaison with industry personnel, including program presentations by industry specialists, and industry based research.

Campus
Hawthorn

Career opportunities
Graduates find employment in media, information technology and telecommunications companies, as well as policy, advertising and education.

Course duration
One and a half years full-time or three years part-time.

Structure
The Master of Arts (Communications) comprises two core subjects plus electives/thesis subjects. In each semester a full-time load constitutes 50 credit points, and a part-time load constitutes 25 credit points.
The course provides students with the flexibility to meet particular needs. In addition to the two core subjects (50 credit points), students are required to complete either a coursework component (100 credit points), or a coursework component (50 credit points) and a minor thesis (50 credit points). Students who choose the minor thesis have the option to write an academic dissertation or research report, case study or other form of industry related, consultancy-based research. The nature of the examinable outcome of the thesis subject can be negotiated with the supervisor.

Course subjects
All subjects have a value of 12.5 credit points unless indicated otherwise.

Core subjects
HAM 500 Globalisation: Media and Telecommunications (25 credit points)
HAM 517 Cultural Convergence (25 credit points)

Elective subjects
HAM 402 Radio Production and Criticism A
HAM 410 Electronic Writing
HAM 413 Multimedia Authoring 1
HAM 414 Multimedia Authoring 2
HAM 415 Media Arts in Australia
HAM 416 Radio Production and Criticism B
HAM 424 New Media Production
HAM 505 Workplace Practice (25 credit points)
HAM 525 Key Cultural Issues in Media and Communication (25 credit points)
HAM 526 Communication Environments (25 credit points)

Minor Thesis
HAM 506 Thesis (50 credit points) (part-time for two semesters), OR
HAM 507 Thesis (50 credit points) (full-time for one semester)

Entry requirements
Applicants must satisfy the following requirements:
• An undergraduate degree from a recognised university or equivalent institution; or
• Other qualifications or experience which in the opinion of the Selection Committee are of a satisfactory standard and are suitable preparation for entry into the course.
International applicants will also be required to have an IELTS score of 6.5 or higher with no bands less than 6.

Counselling Psychology

N0904 Master of Psychology in Counselling Psychology

The Master of Psychology (Counselling Psychology) is designed for students who have completed a first degree and have completed a four year sequence of studies in psychology as well as having some counselling experience in an appropriate setting. The course is intended to prepare students for professional practice as counselling psychologists.

There are many applications of Counselling Psychology. The course has been designed to:
• Teach generic skills and areas of knowledge which apply across the various areas of counselling psychology practice.
• Examine selected areas of practice which exemplify the delivery of counselling related services to persons with particular needs.

Aims & Objectives
Graduates will be able to:
• Assess the current level of psychosocial functioning of individuals, groups, couples and families and formulate appropriate helping interventions.
• Provide counselling to individuals, groups, couples and families experiencing difficulties connected with relationships, education, careers, work, parenting, crises, and life-transitions.
• Evaluate and monitor the quality of helping services provided by a counselling services unit.
• Provide consulting help to individuals, organisations and community groups in relation to counselling matters.

Campus
Hawthorn

Career opportunities
Psychology Practice and related fields (Human Resources, Helping Professionals, Research).

Professional recognition
The course has been granted full accreditation as a fifth and sixth year course in psychology by the Australian Psychological Society.

Graduates of the Masters program will be eligible for:
• Membership of the Australian Psychological Society.
• Registration as a psychologist in the State of Victoria.
• After two years of appropriate supervised practice, membership of the APS College of Counselling Psychologists.

Course duration
Four years part-time (evening program).
In exceptional circumstances, applications from international students (for two years full-time study) may be considered.

Structure
Currently, there are three course components: coursework (50%), supervised placements (25%), and an empirical research project (25%).

Four of the coursework subjects comprise advanced study in areas central to the practice of counselling psychology:
• Aspects of Professional Practice
• Diagnosis, Treatment and Referral
• Psychology of the Family
• Counselling Applications

Four of the coursework subjects comprise professional skill development training:
• Human Services Research and Evaluation
• Psychological Assessment
• Counselling Theory and Skills
• Professional, Ethical and Legal Issues

Students also participate in supervised work placements (HAY540, HAY541, HAY551, HAY545) in at least three separate practice settings. Initially students are placed at the Psychology Centre and following this, choose two separate placements suitable in terms of their clientele and mode of service delivery.

Course subjects
Year 1
Semester 1
HAY530 Counselling Theory and Skills
HAY539 Psychological Assessment

Semester 2
HAY532 Human Services Research and Evaluation
HAY540 Counselling Placement A1

Year 2
Semester 1
HAY543 Professional, Ethical and Legal Issues
HAY549 Research Project (Counselling) A1

Semester 2
HAY537 Counselling Applications
HAY541 Counselling Placement A2

Year 3
Semester 1
HAY535 Diagnosis, Treatment and Referral
HAY551 Supervised Counselling Placement B1

**Entry requirements**

A degree from a recognised tertiary institution (or approved equivalent) with a major in Psychology approved by the Australian Psychological Society and a fourth year sequence of studies in psychology in a course or courses, also approved by the APS.

Experience in face-to-face counselling or formal training in counselling skills (e.g. Lifeline, Carerline).

Equivalent overseas qualifications will also be considered. Applicants who are short-listed for selection will be required to attend an interview.

**Family Therapy**

**N0811 Graduate Diploma of Social Science in Family Therapy**

Training in Family Therapy develops systemic thinking and understanding of complex social/relational processes including the emotional impact of social groups and family life on individual mental health and well-being. Competency in systemic thinking and practices allows students to contribute to and facilitate change processes in social contexts and has direct applications across a broad range of work places and client populations. Case work with families, family sensitive practice and collaborative partnerships with families in social service, education and mental health service provisions are all underpinned by the ideas and skills of Family Therapy.

**Aims & Objectives**

The philosophy underpinning this training program presumes that therapeutic competence is increased when the therapist has a flexible variety of options for the therapeutic context. The systemic emphasis of this training program is complementary to, and is enriched by other therapeutic methodologies, whether intrapsychic or interpersonal, so that other therapeutic approaches are integrated rather than excluded as the student is encouraged to focus on the clinical skills of working with human systems.

This course provides advanced level Family Therapy skills training, theoretical knowledge in family systems and builds on the students’ existing counselling experience and training. Each student is expected to formulate their own learning plan and during the course will reflect on and articulate their individual development as qualified family therapists or more generalist workers within the family setting.

**Campus**

External Venue

**Career opportunities**

Employment in the areas of Counselling, Psychotherapy, Human Resources, Management, Child, Youth and Family Support Services

**Professional recognition**

The course is accredited by the Victorian Association of Family Therapy (VAFT), and its completion counts towards the VAFT Clinical Membership. The clinical membership (VAFT) entitles students to apply for a registration as a counsellor with the Psychotherapy and Counselling Federation of Australia (PACFA).

**Course duration**

Two years part-time.
The program is designed for administrators, housing managers (public, not-for-profit and private real estate), and research and policy workers in the public and community sectors who wish to improve their knowledge of, and skills in, housing management. It is a distance education course.

Aims & Objectives
The aim of the course is to provide the practical and conceptual skills necessary for management, administration and policy development in housing provision. The course content is thus split between knowledge of housing issues and skills in administration, management, research and policy.

The formal objectives of the course are:
- To provide knowledge of, and experience in, the analysis of the Australian and New Zealand housing systems and the social and economic problems which characterise them.
- To enhance portable research, discovery and information retrieval skills.
- To promote transferable communication skills - analytical, written and technological.
- To promote an array of transferable problem solving, organisational and management skills in the specialised area of housing assistance.
- To facilitate technical competence in the management of a housing service.
- To develop a client value based management culture in the delivery of housing assistance.
- To link the formal training offered by this course with training in the work setting.

Campus
Distance Education.

Career opportunities
Graduates will be able to move between community and public sectors as a result of skill and knowledge acquired.

Graduates of the program will have enhanced ability to apply for management level positions in the social housing sector, policy formulation and related fields.

Course duration
Graduate Certificate: two years part-time.
Graduate Diploma: one and a half years part-time or equivalent part-time
Master: two years full-time or equivalent part-time

Structure
This is a nested suite of programs. It is styled on a ‘4+2+2’ basis. Students who have successfully completed the three core subjects plus one elective will receive the Graduate Certificate. The Graduate Diploma requires a further two subjects plus a research report. On successful completion of the Graduate Diploma a student may apply to undertake the Masters degree. The Masters requires a further two subjects plus a minor thesis. Each subject is taught over a semester and each week the workload will involve approximately three hours reading of notes, two to three hours of reference reading, and additional time for exercises. It is possible to complete two subjects per semester as Graduate Diploma or Masters level.

Single subjects
Students may choose to do a single subject. Students may only enrol in one single subject per course, and the fee is $900 per subject. Should a student decide to consolidate a single subject into an accredited program, full course fees will apply and an additional charge of up to $400 per subject will be made. On completion of the subject students will receive a pass or fail and statement of completion.

Graduate Certificate
HAS485 Australasian Housing Systems
HAS487 Housing Practice
HAS494 Housing Organisation and Management
Plus one elective selected from:
HAS489 Managing Diversity
HAS493 Asset Management

Graduate Diploma
HAS485 Australasian Housing Systems
HAS486 Housing Policy and Research

Masters
HAS485 Australasian Housing Systems
HAS486 Housing Policy and Research
HAS487 Housing Practice
HAS494 Housing Organisation and Management
Plus four electives selected from:
HAS488 Housing Economics and Finance
HAS489 Managing Diversity
HAS491 Comparative Social Policy
HAS492 Urban Social Theory
HAS493 Asset Management
HAS495 Transforming Leadership for Housing Enterprise
And a Minor Thesis

Entry requirements
Applicants should have at least five years appropriate work experience in housing management and administration, or in a related area such as the social and community sector, public administration, local government, or private real estate and property development. Applicants without work experience are also eligible if they have an appropriate degree such as Humanities, Social Science, Business, Architecture or Planning.

Human Services - Counselling

N0805 Graduate Diploma of Social Science in Human Services - Counselling
N0705 Graduate Certificate of Social Science in Human Services - Counselling

The Human Services - Counselling course is designed to meet the needs of people currently employed in the human services (e.g. mental health, general health care, education, law and mediation and the public service). Students are taught a range of counselling skills that can be applied across work settings and client types.

The course offers an alternative to the existing Postgraduate Diploma of Psychology which is only available to students with a three-year Australian Psychological Society (APS) accredited sequence in psychology.

Aims & Objectives
The course is designed to provide graduates with:
- Training in basic counselling theory and skills.
- An introduction to the ethical dilemmas faced and ethical conduct required by counsellors in human services industries.
- Training in the theory and practice of helping people with addiction problems.
- An understanding of the special needs of particular population groups and assessment issues such as suicide and dangerousness risk.
- Advanced counselling skills.
- Training in the specialised skill of trauma, loss and grief counselling.

Campus
Hawthorn

Career opportunities
The course is primarily designed to give people counselling skills to use within the human services industry in which they may already be employed (e.g health, education, pastoral care, welfare etc). For this reason, selection is biased towards those already working within such industries.
Professional recognition
The Graduate Diploma of Social Science (Human Services-Counselling) seeks to meet the minimum training standards of the Psychotherapy and Counselling Federation of Australia (PACFA), with the exception of the requirement for 50 hours of supervision in counselling practice, which may be completed by students following the course.

PACFA is not currently involved in the formal accreditation of counselling courses, but has plans to do so in the future. When such accreditation procedures are established, this course will be submitted for approval.

Course duration
Graduate Certificate: one year (two semesters) part-time.
Graduate Diploma: two years (four semesters) part-time.

Structure
The Graduate Diploma of Social Science (Human Services - Counselling) is a nested program incorporating the Graduate Certificate of Social Science (Human Services - Counselling) program. Both programs are only offered on a part-time basis and dependent on numbers, day and evening classes will be available.

The Graduate Certificate program consists of 50 credit points, comprising four subjects. Students normally enrol for two subjects per semester on a part-time basis. Students who successfully complete the Graduate Certificate may exit the program with that qualification, or progress to the Graduate Diploma.

The Graduate Diploma program consists of 100 credit points, comprising seven subjects. In each year, 50 credit points (25 credit points each semester) constitute a part-time load. Subjects normally carry 12.5 credit points except in the case of HAYC422 Trauma, Loss and Grief Counselling and HAYC423 Supervised Practice which are 25 credit points each.

Course subjects

Stage 1 - Graduate Certificate

HAYC410 Ethical and Social Issues for Counsellors
HAYC411 Foundations of Counselling 1
HAYC412 Addiction Counselling
HAYC413 Foundations of Counselling 2

Stage 2 - Graduate Diploma

HAYC420 Issues for Special Population Groups
HAYC421 Advanced Counselling
HAYC422 Trauma, Loss and Grief Counselling, OR
HAYC423 Supervised Practice

Entry requirements
A minimum three-year degree from an Australian university or approved equivalent. Whilst no specific area of study is required as a prerequisite, preference may be given to those with experience in human services. Selection is based on an interview and the applicant's suitability for the course as determined by academic and work experience, referee reports, and the stated reasons for wishing to undertake the program.

Integrative Medicine

GSIM2 Graduate Diploma of Integrative Medicine
GSIM1 Graduate Certificate of Integrative Medicine

This program is designed to provide a general introduction to a number of different complementary therapies. All of the component subjects in the Graduate Certificate and Graduate Diploma can be taken as single subjects, or as a combination of single subjects. The completion of each subject accumulates credit towards a qualification.

Aims & Objectives
This course is designed to be an introduction to complementary medicine to increase awareness of the major complementary therapies amongst medical practitioners. The course will not provide extended competencies in any therapy, and practitioners who develop a particular interest in one or more of the therapies will be encouraged to proceed to further study.

The primary aims of the course are to:

- Educate medical graduates and graduates working as health professionals in the principles and the philosophy of integrative or complementary medicine.
- Have an overview of current evidence-base in complementary medicine and enhance ability to critically appraise medical and scientific literature.
- Graduates will develop skills to determine which patients will require a particular type of complementary therapy and to integrate this with orthodox medicine.
- Provide limited clinical training which will emphasise the importance of health promotion.
- Teach basic skills in various clinical techniques involved in complementary medicine which can be applied in the community.
- Prepare graduates who complete a Diploma course to embark upon a Master Degree in a selected area.
- Develop skills that will enable graduates to embark on research projects in a disciplined fashion.

Campus
Hawthorn, Online, Distance Education.

This program is available on-campus, by distance education, or online. The ‘on-campus’ program is described here, for further information on the distance and online programs, visit the website at: www.swin.edu.au/gsim/online/online.htm

Professional recognition
The Royal Australian College of General Practitioners (RACGP) has allocated CPD points in the QA&CE Program for each subject in this course.

Course duration
While it is anticipated that the programs will in most cases be self-paced, it is expected that the Graduate Certificate could be completed in one year part-time and the Graduate Diploma could be completed in two years part-time.

Structure
The Graduate Certificate and Graduate Diploma in Integrative Medicine represent the first two levels of a nested program. Further application will be made at an appropriate stage for accreditation of a Master's course.

The Graduate Diploma course consists of 100 credit points. In each year, 50 credit points (25 credit points each semester) constitute a part-time load.

The program will involve a total of 520 hours per year. This is based on:

- 130 contact hours (5 contact hours per week) over 13 weeks per semester
- 390 hours of self directed learning activities (15 hours per week) for 13 weeks per semester. This involves readings, assignments, case studies, study for clinical sessions.

All subjects are available to students onsite at the Hawthorn campus or via distance education. Distance education students receive support via telephone and email from the academic staff at the School in place of tutorial support.

Course subjects

Year 1 - Graduate Certificate

HIM 401 Introduction to Nutritional & Environmental Medicine (25 cp)
HIM 402 Introduction to Musculoskeletal/Physical Sports Medicine (12.5 cp)
HIM 403 Introduction to Acupuncture (12.5 cp)

Year 2 - Graduate Diploma

HIM 501 Introduction to Herbal medicine (25 cp)
HIM 502 Introduction to M ind/Body Medicine (25 cp)

Entry requirements
Applicants are required to have completed an undergraduate degree in medicine or in the health sciences area or an approved equivalent.
Mind-Body Medicine

GSIM6 Graduate Diploma of Integrative Medicine in Mind-Body Medicine
GSIM5 Graduate Certificate of Integrative Medicine in Mind-Body Medicine

Scientific data has been amassed over the past two decades showing the links between the brain and the immune and endocrine systems. It has been shown that psychological and emotional states from happiness to chronic stress and depression produce well-defined and profound effects on the body. Over time negative mental and emotional states are a significant risk factor for illness, but effective psychosocial interventions can play an important part in ameliorating this.

Considering the central role that the mind plays in quality of life, illness, causation and lifestyle, Mind-Body Medicine has far-reaching relevance for modern healthcare. An understanding of this field can contribute significant changes in the management of many diseases, especially in cancer and infection. Mind-body medicine focuses particular therapeutic attention upon the role of the mind-body relationship in illness and health. The essential therapeutic aim is to promote bodily health and healing via the modality of mind – and through the mind-body relationship.

The role of meditation in the treatment and prevention of disease is recognised by the Australian Medical Association as well as the Royal Australian College of General Practitioners.

Aims & Objectives
The Graduate Certificate will give a broad overview of the field and a good grounding in the biological and clinical sciences as they pertain to Mind/Body Medicine as well as experience in some of the most mainstream modalities in Mind Body Medicine.

The Graduate Diploma will extend this learning with more scientific depth and by introducing a number of other modalities not covered in the Certificate. Emphasis will be on providing practical experiential learning which clinicians can translate into personal and clinical skills. By the completion of this course students will be able to:

- Understand the principles, history and philosophical underpinnings of MBM.
- Have an overview of the current evidence-base in MBM and enhance abilities to critically appraise medical and scientific literature.
- Appreciate some of the difficulties and paradoxes in MBM research.
- Have a foundation for embarking on further MBM research through a Masters or primary care research.
- Practice a wide range of MBM techniques to varying levels of competency depending on the apportioned time allocation.
- Determine which sorts of patients would benefit from which forms of MBM.
- Integrate MBM techniques into patient management to maximise patient choice and outcomes.

Some disciplines are taught as introductions only and will not necessarily provide a qualification as an advanced practitioner in that particular discipline. In these cases further training may need to be undertaken outside the MBM course.

Campus
Hawthorn

Professional recognition
Formal application has been made to the Royal Australian College of General Practitioners (RACGP) and other professional bodies for practitioners.

Course duration
While it is anticipated that the programs will in most cases be self-paced, it is expected that the Graduate Certificate could be completed in one year part-time and the Graduate Diploma could be completed in two years part-time.

Structure
This course will operate under a student workload model based on 50 credit points for a part-time academic year. One credit point is deemed equivalent to one hour of student workload per week.

The program will be presented over 2 x 13-week semesters and involves:

- 130 hours of contact time (five contact hours per week over 13 weeks per semester).
- 390 hours of self-directed learning activities: 15 hours per week for 13 weeks per semester in self-directed activities using reflective learning in relation to case study analysis and various other learning modalities including:
  - Preparing for Assignments, case studies and written exams. (There are 4 subjects per year and each subject will require a 1500 word assignment and a 1500 word case study)
  - Assignments - The student will be required to write an article pertinent to the subject.
  - Case study - The student will be required to prepare a case study covering the detailed management of a case, the application of the skills and principles of the techniques learnt in the course e.g. looking at the outcomes and what the student learnt.
  - Preparation, readings and revision of weekly teaching sessions for each subject.
  - Preparation of a critique of journal reviews in particular looking at methodology, results and discussion.
  - Practising meditation techniques.
  - Private study

Private study
520 hours: The total number of hours per year.

Qualifications are awarded on completion of credit points as follows:

- 50 credit points for completion of a Graduate Certificate.
- A further 50 credit points for completion of a Graduate Diploma.

Students can also undertake individual units within the Certificate and Diploma courses, which they could use as credits if they later decide to complete the entire course.

Course subjects

Year 1 - Graduate Certificate

| MBM401 | Science of MBM I |
| MBM402 | MBM Techniques I |
| MBM403 | MBM Counselling I |
| MBM404 | Eastern Approaches to MBM |

Year 2 - Graduate Diploma

| MBM501 | Science of MBM II |
| MBM502 | MBM Techniques II |
| MBM503 | MBM Counselling II |
| MBM504 | MBM, Movement and Creativity |

Entry requirements
Applicants will normally have completed an undergraduate degree in medicine or an equivalent. Consideration may be given to applicants with other degrees in the health sciences if places are available. Subject to the approval of the Head of School, applicants who have graduated in medicine from an approved overseas university and who have passed the Occupational English Test which is organised by Language Australia will be considered for admission.

Multimedia

| J106 | Master of Multimedia Technology |
| J100 | Master of Multimedia (Honours) |
| J096 | Master of Multimedia |
| J086 | Graduate Diploma of Multimedia |
| J076 | Graduate Certificate of Multimedia |

A nested suite of courses with a comprehensive approach to multimedia, the Graduate Certificate, Graduate Diploma, and Master of Multimedia are intended for graduates seeking to utilise the potential of multimedia to enhance their professional skills (particularly those in the teaching, training or media professions), or those wishing to pursue a career in the exciting and dynamic multimedia industry. No prior multimedia or IT experience is required.

The Master of Multimedia (Honours) builds on the basic Master of Multimedia program and offers an opportunity for students to undertake multimedia research.
and development projects, and assists the identification, encouragement and support of prospective research candidates, with the potential for development of a pathway to further research studies in multimedia.

The Master of Multimedia Technology offers a comprehensive and highly focused approach to multimedia with a strong emphasis on practical skills. It incorporates all of the main multimedia subjects available in the Master of Multimedia, but extends the course duration, allowing for further development and refining of core multimedia and project management competencies.

**Aims & Objectives**

This multimedia program aims to produce graduates with a broad range of multimedia production skills, in addition to an in-depth understanding of how multimedia and the Internet is revolutionising the current industry.

Graduates should have:

- A sound and broad knowledge of the design of multimedia applications and an appreciation of the various skills required.
- Skills in the application of learning and instructional design principles to structured multimedia applications.
- The ability to function effectively as an individual and in project teams, whether as manager, leader or team member.
- The communication and management skills required to successfully manage multimedia development projects.
- Been prepared for the rapidly evolving multimedia industry by developing their life-long learning skills and flexibility of mind.
- A thorough understanding of the way end-to-end enterprise-wide technologies are changing the way business is conducted.
- The means to participate in and understand the development of sophisticated methods of customer data management, with corresponding improvements in business efficiency and potential customer satisfaction.
- An understanding of the changing face of multimedia, in relation to both development and production process and be in a position to work as an independent multimedia producer or as part of a team.

**Career opportunities**

Graduate Certificate students can expect to have developed multimedia authoring skills and a knowledge of the interactive communication process that will enhance your employability in a range of professions.

Graduate Diploma students will be equipped to create multimedia projects using a variety of multimedia authoring tools and modalities, opening up employment prospects as a multimedia developer.

Masters graduates will display a high level of competency in the multimedia development and production process and be in a position to work as an independent multimedia producer or as part of a team.

Depending on the level attained, graduates can pursue employment opportunities in areas such as:

- Multimedia producer/developer/programmer/network administrator
- Website developer/programmer
- Project management
- Running a multimedia business
- Instructional designer
- Interactive content creator
- 2D/3D modeler/analyst
- Multimedia advertising
- Digital media production – particularly streaming media and web-casting
- Digital signals and image processing
- Database developer
- Multimedia researcher

**Course duration**

Graduate Certificate: one semester full-time or equivalent part-time.
Graduate Diploma: one year (two semesters) full-time or equivalent part-time.
Master: one and a half years (three semesters) full-time or equivalent part-time.

**Structure**

The Master of Multimedia Technology is a nested program incorporating the Graduate Certificate, Graduate Diploma and the Master of Multimedia. In all cases, students must choose subjects from Subject Groups according to the rules, and subject to timetable constraints and prerequisite studies being met.

Students choose subjects from four (4) Subject Groups:

- Group 1 – Multimedia Core Subjects
- Group 2 – Multimedia Elective Subjects
- Group 3 – Co-elective Subjects
- Group 4 – Multimedia Project Subjects

**Course subjects**

All subjects have a value of 12.5 credit points unless specified otherwise.

**Group 1 – Multimedia core subjects**

- HET732 Multimedia Development
- HET743 User Experience Design
- HET745 Multimedia Imaging
- HET746 Multimedia Authoring

**Group 2 – Multimedia elective subjects**

- HET773 Internet and WWW 1
HET723  Internet and W W W 2
HET728  3D Modelling & Animation
HET737  Multimedia Project Management
HET742  Digital Video and Audio
HET748  Advanced 3D Animation & Rendering

**Group 3 - Co-elective subjects**

HAL401  Cultural Convergence
HAM411  Globalisation: Media and Telecommunications
HAM415  Media Arts in Australia
HATC410  Effective Communication
HATC411  Developing Technical Documents
HBM522  Customer Relationship Management
HBM523  eMarketing
HBSG500  New Venture Development and Management
HDM512  Individual Multimedia Design Project 1#
HDM622  Individual Multimedia Design Project 2#
HET706  Networks & Routing%
HET708  Internetworking Technology%
HGM505  Opportunity Evaluation
HGM555  Organisation Dynamics
HIT5011  Software Development 1
HIT6021  Software Development 2G
HIT6016  Database 1

**Group 4 - Multimedia project subjects**

HET811  Multimedia Project (25 credit points)
HET910  Multimedia Project Design
HET911  Multimedia Project Development
HET921  Multimedia Honours Project (25 credit points)
HIT9010  Research Methods

Notes:
- Not all subjects are offered all semesters. Some may be only offered subject to sufficient enrolments.
- It is recommended that HAM411 Globalisation: Media and Telecommunications be undertaken before HAL401 Cultural Convergence.
- % Places in these subjects are limited. Exemptions are not permitted.
- # Subject to interview approval by the National Institute of Design and available places.

**Recommended Study Sequence - MMm(Hons)**

**Semester 1**

HET745  Multimedia Imaging
HET746  Multimedia Authoring
HET743  User Experience Design
HET773  Internet and W W W 1

Exit with a Graduate Certificate or progress to the Graduate Diploma of Multimedia.

**Semester 2**

HET732  Multimedia Development
HET737  Multimedia Project Management

Choose one of:

HET723  Internet and W W W 2
HET728  3D Modelling & Animation
HET742  Digital Video and Audio

Choose one of:

HATC410  Effective Communication
HATC411  Developing Technical Documents

Exit with a Graduate Diploma or progress to the Master of Multimedia.

**Semester 3**

HET811  Multimedia Project (25 credit points)
HIT9010  Research Methods

Choose one of:

- Group 2 or 3 Elective

Exit with a Master of Multimedia or progress to the Master of Multimedia (Honours).

**Semester 4**

HET921  Multimedia Honours Project (25 credit points)

Choose one of:

- HBM522  Customer Relationship Management
- HGM505  Opportunity Evaluation
- HGM555  Organisation Dynamics

Choose one of:

- Group 2 or 3 Elective

Exit with Master of Multimedia (Honours), subject to Award of Honours requirements.

**Recommended Study Sequence - MMmTech**

**Semester 1**

HET743  User Experience Design
HET745  Multimedia Imaging
HET746  Multimedia Authoring
HET773  Internet and W W W 1

Exit with Graduate Certificate or progress to Graduate Diploma of Multimedia.

**Semester 2**

HET723  Internet and W W W 2
HET732  Multimedia Development
HET737  Multimedia Project Management

Choose one of:

HATC410  Effective Communication
HATC411  Developing Technical Documents

Exit with Graduate Diploma or progress to Master of Multimedia Technology.

**Semester 3**

HET728  3D Modelling & Animation
HET742  Digital Video and Audio
HET910  Multimedia Project Design

Choose one of:

- Group 3 Elective

**Semester 4**

HET748  Advanced 3D Animation & Rendering
HET824  Interactive Animation
HET911  Multimedia Project Development

Choose one of:

- HBM522  Customer Relationship Management
- HGM505  Opportunity Evaluation
- HGM555  Organisation Dynamics

Exit with Master of Multimedia Technology.

**Entry requirements**

A recognised tertiary qualification (or approved equivalent). Applicants not holding a tertiary qualification, but with substantial relevant multimedia industry experience may be admitted to the course, subject to the approval of the Course Panel. The Course Panel may instead choose to permit enrolment in the Graduate Certificate of Multimedia, as an alternative option.
Nutritional and Environmental Medicine

GSIM4 Graduate Diploma in Nutritional and Environmental Medicine
GSIM3 Graduate Certificate in Nutritional and Environmental Medicine

The emphasis of this course is on the principles and practical application of nutritional and environmental medicine to common clinical problems. Currently, very little clinical nutrition is taught within Australian medical schools. All of the component subjects in the Graduate Certificate and Graduate Diploma can be taken as single subjects, or as a combination of single subjects. The completion of each subject accumulates credit towards a qualification.

Aims & Objectives

The primary aims of the course are to:

- Educate medical graduates and graduates working as health professionals in the principles of nutritional and environmental medicine.
- Graduates will develop skills to determine which patients will require a particular type of nutritional therapy.
- Provide clinical training which will emphasise the importance of health promotion.
- Prepare graduates who complete a Diploma course to embark upon a Master’s Degree in nutritional and environmental medicine.
- Develop skills that will enable graduates to embark on research projects in a disciplined fashion.

Campus

Hawthorn, Online, Distance Education.

This course is available on campus, by distance education, or online. The ‘on-campus’ program is described here: for further information on the distance and online program, refer to our website at: www.swin.edu.au/gsim/online/online.htm

Professional recognition

The Royal Australian College of General Practitioners (RACGP) has allocated CPD points in the QACE Program for each subject in this course.

Course duration

While it is anticipated that the programs will in most cases be self-paced, it is expected that the Graduate Certificate could be completed in one year part-time and the Graduate Diploma could be completed in two years part-time.

Structure

The Graduate Certificate and Graduate Diploma in Nutritional and Environmental Medicine represent the first two levels of a nested program. Further application will be made at an appropriate stage for accreditation of a Master’s course.

The Graduate Diploma course consists of 100 credit points, comprising eight subjects (12.5 credit points per subject). In each year, 50 credit points (25 credit points each semester) constitutes a part-time load.

The program will involve a total of 520 hours per year. This is based on:

- 130 contact hours (5 contact hours per week) over 13 weeks per semester
- 390 hours of self-directed learning activities (15 hours per week) for 13 weeks per semester. This involves readings, assignments, case studies, study for clinical sessions.

All subjects are available to students onsite at the Hawthorn campus or via distance education. Distance education students receive support via telephone and email from the academic staff at the School in place of tutorial support.

Course subjects

**Year 1 - Graduate Certificate**

- HNE401 Introduction to Nutritional & Environmental Medicine
- HNE402 Biology of Nutrients
- HNE403 Environmental Medicine and Toxicology
- HNE404 Nutritional Approaches to Neurological, Ageing & Skin Problems

**Year 2 - Graduate Diploma**

- HNE501 Nutritional Approaches to Cardiovascular, Respiratory & Diabetes
- HNE502 Nutritional Approaches to Gastrointestinal & Paediatric Problems

Entry requirements

Applicants will normally have completed an undergraduate degree in medicine or an approved equivalent. Consideration may be given to applicants with other degrees in the health sciences if places are available.

Philanthropy and Social Investment

**NP190 Master of Social Science in Philanthropy and Social Investment**

**NP180 Graduate Diploma of Social Science in Philanthropy and Social Investment**

**NP170 Graduate Certificate of Social Science in Philanthropy and Social Investment**

The Philanthropy and Social Investment program is designed for government, business, not-for-profit, philanthropic and related private sector agencies which provide and manage grants and funds for the wellbeing of Australian citizens, generally called ‘philanthropy’ and ‘social investment’. It provides graduates with policy and applied research skills, conceptual development and technical management and new technology skills.

Aims & Objectives

This course will develop appropriate management and administrative skills, explore underlying issues of values and ethics confronting grant-makers and provide knowledge of and experience in analytical and practical skills. In particular, this course aims to integrate social, environmental and economic concerns with effective funds dispersal and management approaches. Its uniqueness is the integration of economics, sociological analyses and business management techniques in philanthropy and social investment.

Specific objectives of the Graduate Certificate are to:

- Develop appropriate management skills.
- Explore underlying issues of values and ethics confronting grant-makers.
- Provide knowledge of, and experience in, analytical and practical skills and information about the key concepts.

The Graduate Diploma aims to provide:

- A detailed understanding of philanthropy and social investment in Australia, the Asia-Pacific region and America, with reference to the United Kingdom, Europe and wider global patterns.
- Contemporary knowledge and skills in dealing with a changing environment.
- Enhanced research, policy and practice skills, especially with regard to governmental, corporate and family settings.
- Increased theoretical insights.
- Enhanced knowledge and skills relevant to managing portfolios.

Specific objectives of the Masters are to develop:

- A comparative understanding of Australian and international philanthropy.
- Contemporary knowledge and skills in dealing with a changing environment.
- Enhanced knowledge and skills relevant to grant-making.
- Skills in independent research.
- Substantial theoretical skills in analysis of key issues.

Campus

Hawthorn

Career opportunities

Graduates will have the technical skills and wider community perspectives in grant-making, program design and corporate social investment which will equip them to work in the corporate, professional, public and community sectors. Career paths will include management, administration and program officer roles in private and corporate trusts and foundations, in public and community affairs, funds management, financial advising, sponsorship and marketing, and consulting.

Course duration

Graduate Certificate: one semester full-time or two semesters part-time.
Graduate Diploma: one year full-time or equivalent part-time.
Master: two years full-time or equivalent part-time.

Structure
This is a nested suite of courses. It is styled on a ‘4+2+2’ basis. On successful completion of the Graduate Certificate students can undertake the Graduate Diploma which requires a further two subjects and a research project of eight to ten thousand words. The Masters requires a further two subjects plus a minor thesis of twenty thousand words.
Overall, the Masters program consists of 432 contact hours of study. This comprises eight subjects plus a minor thesis of twenty thousand words, being equivalent to four subjects.

Course subjects
- HP501 An Introduction to Philanthropy and Social Investment
- HP502 The Practice of Effective Grant-making
- HP503 Research and Policy
- HP504 Corporate Social Investment
- HP551 Personal and Family Grant-making
- HP552 Perspectives from Public Policy and Ethics
- HP553 Comparative Social Policy
- HP554 Research Report
- HP601 Philanthropy and Social Investment in the Asia-Pacific
One subject may be selected from the Faculty of Business and Enterprise courses by agreement.
- HP602 Thesis

Entry requirements
Applicants must have substantial experience in business, public administration, human services, financial and/or funds management or in a related industry, or have relevant experience in philanthropy for up to five years, or have completed a recognised degree.

Psychology

N0812 Postgraduate Diploma of Psychology
This course is designed for students who have completed a first degree with a three-year major sequence of studies in psychology, in a course or courses approved by the Australian Psychological Society. The program is intended to complete students’ foundation studies in psychology as a science and profession. The course is designed to prepare students to enter the profession by meeting the educational requirements for registration as a probationary psychologist and for Associate Membership of the Australian Psychological Society.
The course ensures that all students develop basic competencies in research design and analysis, and an understanding of the ethical, legal and social responsibilities of psychologists engaged in social and applied research and professional practice. Students are also expected to acquire advanced knowledge in several areas of psychology. It is expected that students have basic competence in computer and keyboard skills, including familiarity with SPSS.
Students may explore topics of particular interest by choosing elective subjects.

Aims & Objectives
The course has the following objectives:
- To prepare students for entry level work as psychologists-in-training under supervision in occupational fields such as applied social research, the human services, and human resources.

Campus
Hawthorn

Career opportunities
Psychologists work in a wide range of areas including the helping professions, training and human resource management.

Professional recognition
Graduates are eligible for:
- A membership of the Australian Psychological Society.
- Registration as a Probationary Psychologist with the Psychologists’ Registration Board of Victoria.
This course is recognised and accredited by the Australian Psychological Society as a fourth year of study in Psychology.

Course duration
One year full-time or two years part-time.

Structure
The course can be completed in one year of full-time study extending across two semesters. In the first semester students are involved in approximately twelve hours of class contact time per week. In the second semester students are involved in approximately five hours of weekly class time. Students also consult regularly with an academic supervisor about their research project.
The course can also be completed in two years of part-time study extending over four semesters. In the first semester students are involved in approximately six hours of class contact time per week, five hours in second semester, six hours in third semester, and no class contact in fourth semester. Students are also involved in regular consultations with an academic supervisor about their research project.

Course subjects
Core subjects
- HAY452 Thesis A
- HAY453 Advanced Quantitative Methods
- HAY454 Psychological Assessment
- HAY456 Thesis B
- HAY457 Ethical and Professional Issues

Elective subjects
- HET738 Neuropsychology Methods
- HAY455 Applied Social Psychology (subject to availability)
- HAY458 Counselling Psychology

Entry requirements
A degree from a recognised tertiary institution (or approved equivalent) with a major in Psychology approved by the Australian Psychological Society.

Technical Communication

N0850 Graduate Diploma of Social Science in Technical Communication
N0750 Graduate Certificate of Social Science in Technical Communication

Technical communicators are specialists who produce clearly written well-structured documents relating to complex concepts and products, including computer software. The course is designed to develop the understanding and skills of students new to technical communication, as well as to enhance the expertise of people already working in the field. The course has been developed in association with the Australian Society for Technical Communication (ASTC (Vic.) Inc.)

Aims & Objectives
In this course, students will learn:
Entry requirements
A degree from a recognised tertiary institution or at least two years relevant industry experience, which the Selection Committee deems to be of a satisfactory standard for entry into the program. Applicants in this latter category are required to submit a resume, including at least two academic or professional referees.

Campus
Hawthorn

Career opportunities
The Graduate Diploma of Social Science (Technical Communication) provides a broad range of skills valued by employers across a range of industries, sectors and departments including:

- Software and hardware development
- Forestry, mining and other primary industries
- Finance
- Law
- Infrastructure departments
- Publishing
- Management consultancy
- Department of Defence.

Technical communicators with project management skills are particularly valued.

Professional recognition
The Graduate Diploma of Social Science (Technical Communication) has been developed in close consultation with the ASTC and has their support. Leading figures from the industry also serve on the course advisory committee.

Course duration
Graduate Certificate: one year part-time
Graduate Diploma: two years part-time.

Structure
The Graduate Diploma of Social Science (Technical Communication) incorporates the Graduate Certificate. Students normally enrol for two subjects per semester on a part-time basis. Classes will normally be offered in the evening.

Course subjects

<table>
<thead>
<tr>
<th>Year 1 - Graduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>HATC410</td>
</tr>
<tr>
<td>HATC411</td>
</tr>
<tr>
<td>HATC412</td>
</tr>
<tr>
<td>HATC413</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 - Graduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>HATC420</td>
</tr>
<tr>
<td>HATC421</td>
</tr>
<tr>
<td>HATC422</td>
</tr>
<tr>
<td>HATC423</td>
</tr>
</tbody>
</table>

Aims & Objectives
This higher degree by research will provide students with the opportunity to develop professional skills in clinical psychology. Clinical Psychology provides high-level training in psychopathology, assessment and therapeutic interventions with adults and children who are suffering from clinical disorders. Graduates will gain an understanding of clinical practice related to emotional disorders e.g. anxiety disorder, mood disorder, psychosis and personality disorder.

Professional Doctorates

| N012  | Professional Doctorate of Psychology in Clinical Psychology |

This higher degree by research will provide students with the opportunity to develop professional skills in clinical psychology. Clinical Psychology provides high-level training in psychopathology, assessment and therapeutic interventions with adults and children who are suffering from clinical disorders. Graduates will gain an understanding of clinical practice related to emotional disorders e.g. anxiety disorder, mood disorder, psychosis and personality disorder.

Aims & Objectives

The program is intended to meet the strong demand for professionals who have completed a high level of training in clinical psychology and related skills, and who possess highly developed skills in undertaking research.

Campus
Hawthorn

Career opportunities
Opportunities exist for careers in clinical psychology in research centres, psychiatric hospital settings, community mental health centres, specialist services for particular clinical groups, secondary and post-secondary education, clinical rehabilitation services and private practice.

Professional recognition
Graduates of the Professional Doctorate program will be eligible for:

- Membership of the Australian Psychological Society (APS)
- Registration as a Psychologist in the State of Victoria
- Membership of the APS College of Clinical Psychologists, after one year of appropriate supervised practice.

Course duration
Four years full-time.

Full-time Program

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>HAY630</td>
</tr>
<tr>
<td>HAY639</td>
</tr>
<tr>
<td>HAYC660</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAYC650</td>
</tr>
<tr>
<td>HAYC656</td>
</tr>
<tr>
<td>HAYC661</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>HAYC651</td>
</tr>
<tr>
<td>HAYC652</td>
</tr>
<tr>
<td>HAYC662</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAY647</td>
</tr>
<tr>
<td>HAYC657</td>
</tr>
<tr>
<td>HAYC663</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>HAYC653</td>
</tr>
<tr>
<td>HAYC658</td>
</tr>
<tr>
<td>HAYC664</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAY631</td>
</tr>
<tr>
<td>HAYC659</td>
</tr>
</tbody>
</table>
HAYC665  Research Project (Clinical) F

Year 4
Semester 1

HAYC666  Research Project (Clinical) G

Semester 2

HAYC667  Research Project (Clinical) H

Entry requirements
Applicants should have:

- Completed a degree from an Australian university and completion of a four-year sequence of studies in psychology at first or upper second class level in a course or courses accredited by the APS, or have equivalent overseas qualifications recognised by the APS, or have completed a Masters degree in psychology.

- Experience in face-to-face counselling or have completed significant training in counselling skills eg. Lifeline, Care Ring, counselling skills in tertiary programs or other appropriate work experience.

- Presented a research proposal, in consultation with a supervisor, which is acceptable to the Psychology Discipline Graduate Studies Committee in the first instance. This proposal must be subsequently approved by the University's Higher Degrees Committee.

N008  Professional Doctorate of Psychology in Counselling Psychology

This is a higher degree by research, incorporating coursework and professional placement components, completed over four years of full-time or eight years of part-time study. The course gives candidates the opportunity to develop professional and research skills in Counselling Psychology. The major component of the program (70%) involves a substantial research project, and reporting this research in the form of a thesis. Normally the thesis is 40,000-60,000 words in length, not including appendices and references.

A research topic must be mutually agreed upon by the candidate and a member of staff in the psychology discipline who is qualified to supervise the research. There will normally be an intake of up to five new entrants each year. The Faculty may vary the frequency of intake and the number of new entrants depending on the availability of staff to provide suitable research supervision.

Campus
Hawthorn

Career opportunities
Opportunities exist for careers in counselling psychology in hospitals, community welfare organisations, research organisations, and private practice.

Professional recognition
The DPsych (Counselling Psychology) has been granted full accreditation as a fifth and sixth year course in psychology by the Australian Psychological Society (APS). Graduates of the Professional Doctorates program will be eligible for:

- Membership of the Australian Psychological Society (APS).
- Registration as a psychologist in the State of Victoria.
- Membership of the APS College of Counselling Psychologists after one year of appropriate supervised practice.

Course duration
Four years full-time or eight years part-time.

Structure
Candidates undertaking the DPsych (Counselling Psychology) program will complete the coursework components 1500 hours of placement and their major thesis. Graduates will be highly skilled in research and professional practice in the area of counselling psychology.

Full-time Program

Year 1
Semester 1

HAY630  Counselling Theory and Skills

HAY639  Psychological Assessment

HAY648  Research Project (Counselling) A

Semester 2

HAY632  Human Services Research and Evaluation

HAY640  Counselling Placement A1

HAY649  Research Project (Counselling) B

Year 2
Semester 1

HAY635  Diagnosis, Treatment and Referral

HAY643  Professional, Ethical and Legal Issues

HAY650  Research Project (Counselling) C

Semester 2

HAY637  Counselling Applications

HAY641  Counselling Placement A2

HAY651  Research Project (Counselling) D

Year 3
Semester 1

HAY646  Supervised Counselling Placement B1

HAY652  Research Project (Counselling) E

Semester 2

HAY638  Aspects of Professional Practice

HAY645  Supervised Counselling Placement B2

HAY647  Psychology of the Family

HAY653  Research Project (Counselling) F

Year 4
Semester 1

HAY654  Research Project (Counselling) G

Semester 2

HAY655  Research Project (Counselling) H

Part-time Program Structure

Year 1
Semester 1

HAY630  Counselling Theory and Skills

HAY657  Research Project (Counselling) A1

Semester 2

HAY632  Human Services Research and Evaluation

HAY658  Research Project (Counselling) A2

Year 2
Semester 1

HAY639  Psychological Assessment

HAY659  Research Project (Counselling) B1

Semester 2

HAY640  Counselling Placement A1

HAY660  Research Project (Counselling) B2

Year 3
Semester 1

HAY643  Professional, Ethical and Legal Issues

HAY661  Research Project (Counselling) C1

Semester 2

HAY641  Counselling Placement A2

HAY662  Research Project (Counselling) C2

Year 4
Semester 1

HAY635  Diagnosis, Treatment and Referral

HAY663  Research Project (Counselling) D1
Higher Degrees by Research

N090 Master of Arts

The Faculty of Life and Social Sciences offers the degree of Master of Arts (by research). The Policy for the degree of Master (by research) sets out the regulations governing this qualification. See website: www.swinburne.edu.au/research/postgrad.htm

Scholarships Research Training Scheme

Full-time higher degree students will normally receive a HECS exemption place under the Research Training Scheme.

Australian Postgraduate Awards (APAs)

The Australian Research Council (ARC) offers 900 Australian Postgraduate Awards (APAs) per year to postgraduate researchers of exceptional promise. Equivalent Swinburne funded scholarships are also available. These are known as Swinburne University Postgraduate Research Awards.

For further information, visit the website at: www.swinburne.edu.au/research/schols.htm

Campus

Hawthorn

Course duration

The expected normal duration of candidature is two years full-time or four years part-time.

Structure

Candidates carry out a program of research, investigation or development involving the submission of a substantial major thesis embodying the results of that program and presented as a coherent whole work.

Entry requirements

Applicants should have a Bachelor of Arts (Honours) degree or the equivalent of four years of undergraduate study in a discipline appropriate to the proposed area of study. The level of academic achievement in prior studies must be of a high standard. Other relevant experience, including work experience, will be taken into account in assessing applications.

Z200 Master of Science

The Brain Sciences Institute offers the degree of Master (by research and thesis) on a full-time or part-time basis. The Institute is engaged in research to understand the relationship between cognitive processes and affective states, and the rhythms of electrical activity in the human brain. Areas of research include:

- Brain rhythmic activity
- Functional brain imaging
- Working memory
- Attention
- Intelligence
- Psychopharmacology
- Attention deficit hyperactivity disorder
- Schizophrenia

Aims & Objectives

The Masters by Research degree generally has the objective of training students in research methodology and techniques and in their critical evaluation, appropriate to their field of study, and in the application of such methodology by conducting a specified program of research under appropriate supervision. In addition, this degree requires training in analysing the literature and debate in the substantive area of the thesis topic at an advanced level.

Campus

Hawthorn

Course duration

Two years full-time or equivalent part-time.
Structure
Candidates undertake their research program at the Brain Sciences Institute or other recognised institution. Candidates are expected to demonstrate satisfactory progress on an annual basis. To be assessed for a Master of Applied Science, candidates must present a major thesis based on original research, investigation or development work carried out under Swinburne staff supervision either at Swinburne or externally.

Entry requirements
Applicants should have at least a Bachelor's degree or the equivalent in a discipline appropriate to the proposed area of study. The level of academic achievement in prior studies must be of a high standard. Other relevant activities including work experience will be taken into account in assessing applications.

Applicants should initially contact the Brain Sciences Institute on telephone 9214 8375 to make an appointment with the Director, Associate Professor David Crewther to discuss their proposed research program.

N001 Doctor of Philosophy (Arts)
The Faculty offers the degree of Doctor of Philosophy on a full-time or part-time basis. A candidate may be required to undertake preliminary coursework as part of the candidature. The Policy for the degree of Doctor of Philosophy sets out the regulations governing this qualification. Prospective candidates should access the website www.swinburne.edu.au/research/postgrad.htm or contact the Higher Degrees and Scholarship Manager on (03) 9214 5224 for copies of the policy for the degree of Doctor of Philosophy and the degree of Master (by research).

Scholarships Research Training Scheme
Higher degree students will normally receive a HECS exemption under the Research Training Scheme.

Australian Postgraduate Award
The Australian Research Council (ARC) offers 900 Australian Postgraduate Awards (APAs) per year to postgraduate researchers of exceptional promise. Equivalent Swinburne funded scholarships are also available: these are known as Swinburne University Postgraduate Research Awards.

For further information, visit the website at: www.swinburne.edu.au/research/schols.htm

Campus
Hawthorn

Course duration
The expected normal duration of candidature is 3.5 years full-time or 6 years part-time.

Structure
Candidates carry out a program of research, investigation or development involving the submission of a substantial major thesis embodying the results of their program and presented as a coherent whole work. For further information, refer to the Policy for the degree of Doctor of Philosophy at www.swinburne.edu.au/research/postgrad.htm

Entry requirements
Applicants should have a 1st class or upper 2nd class honours degree or equivalent in a discipline appropriate to the proposed area of study. The level of academic achievement in prior studies should be of a very high standard. Other relevant activities, including work experience, will be taken into account in assessing applications.

BSE11 Doctor of Philosophy (Biomedical Instrumentation)
Research for the Doctor of Philosophy (Biomedical Instrumentation) is conducted in various centres such as the Australian Centre for Radiofrequency Bioeffects Research, Brain Sciences Institute, Centre for Neuropsychology and Sensory Neuroscience Laboratory, which provide a focus for research and consulting activities related to instrumentation for medical and physiological use.

Campus
Hawthorn

Course duration
Two years full-time or equivalent part-time.

Structure
Students generally undertake their formal and supervised research training over a period of two years full-time or four years part-time. Research can be undertaken at Swinburne, or an approved external organisation. A major thesis is the sole form of assessment for this award.

Entry requirements
A degree with honours, or other qualifications deemed equivalent.

Z002 Doctor of Philosophy (Science)
Graduates who hold a Bachelor degree and who have shown a high standard of academic achievement in that course may be admitted to candidature for the degree of Doctor of Philosophy. The higher degree programs currently available require the presentation of a major thesis based on original research, investigation or development work, carried out either within Swinburne or externally, providing that adequate facilities and supervision can be arranged. External work can be carried out in the approved industrial, governmental, educational or research organisation.

The Institute is engaged in research to understand the relationship between cognitive processes and affective states, and the rhythms of electrical activity in the human brain. Areas of research include:
- Brain rhythmic activity
- Functional brain imaging
- Working memory
- Attention
- Intelligence
- Psychopharmacology
- Attention deficit hyperactivity disorder
- Schizophrenia

Aims & Objectives
The PhD degree provides training and education with the objective of producing graduates with the capacity to conduct research independently at a high level of originality and quality. The student ought to be capable by the end of his/her candidature of independently conceiving, designing and carrying to completion a research program. The PhD candidate should uncover new knowledge either by the discovery of new facts, the formulation of theories or the innovative re-interpretation of known data and established ideas.

Campus
Hawthorn

Course duration
The expected normal duration of candidature is 3.5 years full-time or 6 years part-time.

Structure
Candidates undertake their research program at the Brain Sciences Institute or other recognised institution. Candidates are expected to demonstrate satisfactory progress on an annual basis. To be assessed for a Doctor of Philosophy, candidates must present a major thesis based on original research, investigation or development work carried out under Swinburne staff supervision either at Swinburne or externally.

Entry requirements
Applicants should have a Bachelor's degree with honours (H1 or H2A) or the equivalent in a discipline appropriate to the proposed area of study. The level of academic achievement in prior studies should be of a very high standard. Other relevant activities, including work experience, may be taken into account in assessing applications.
Swinburne, Lilydale Division

The Lilydale campus of Swinburne University was officially opened in 1997 to service the educational needs of those living in the outer eastern region of Melbourne. The campus has grown rapidly since, with a diverse range of programs in the areas of Business and Social Science as well as postgraduate opportunities.

Studying at Swinburne Lilydale offers a unique educational experience with a flexible approach to learning via online lectures, learning guides and easy access to academics via telephone or email. Swinburne Lilydale students have the best of both worlds. They study in a relaxed and picturesque environment as part of an academic and social community. They also have access to all that Swinburne University offers, including the opportunity to travel overseas, join one of the countless university clubs and social activities, and to complement their studies with a real workplace experience.

Application procedure

Application forms are available from Swinburne Lilydale or can be downloaded at: www.ld.swin.edu.au/ebusiness/html/admission.htm

International students should contact the International Student Unit on +61 3 9214 8647 or visit the website at: www.swin.edu.au/isu

Further information

Swinburne University of Technology, Lilydale
TelephoneNumber: +61 3 9215 7000
Email: ldinfo@swin.edu.au
Website: www.ld.swin.edu.au/

eBusiness and Communication

L086 Master of Business (Honours) in eBusiness and Communication
L085 Master of Business in eBusiness and Communication
L082 Graduate Diploma of Business in eBusiness and Communication
L075 Graduate Certificate of Business in eBusiness and Communication

The Master of Business (Honours) forms the final stage in a four-stage nested suite of programs consisting of:
1. Master of Business (Honours) in eBusiness and Communication
2. Master of Business in eBusiness and Communication
3. Graduate Diploma of Business in eBusiness and Communication
4. Graduate Certificate of Business in eBusiness and Communication

The Master of Business (eBusiness and Communication) prepares students for a successful career in private or public business, government and social enterprises, applying new technology applications and electronic communication to improve performance. The course is relevant for prospective employees, managers, business owners, consultants, entrepreneurs and specialist professionals.

The program offers participants the opportunity to understand the many aspects of eBusiness and eCommerce and to confidently apply their learning to real world problems and projects. They will develop their potential for managing themselves and others in a complex, competitive, intercultural and global environment.

The Master of Business (Honours) provides an advanced level of study that allows students to complete a work-integrated project that is soundly based on business research and involves application of conceptual and practical skills developed during the earlier stages of the program.

The program is open to local students (Australian citizens and permanent residents), international students studying in Australia, and students studying at a distance (online from within or outside Australia).

Aims & Objectives

At the completion of the program, it is expected that graduates will be able to:

- Complete eBusiness projects from the stage of an idea, through planning, innovation, design, specification, to successful completion.
- Manage transitions to eBusiness for competitive advantage.
- Recognise and analyse entrepreneurial opportunities from multiple perspectives.
- Work effectively in a multi-disciplinary team to achieve business outcomes.
- Make business presentations with confidence and for professional effect.
- Work as an enterprise manager with the ability to learn from experience.
- Analyse the eBusiness environment in terms of people, technology, infrastructure, markets, regulation, finance, strategy, organisational structure, intercultural implications and business performance.
- Understand the nature of an eBusiness workplace and have the ability to work effectively in this rapidly changing environment.
- Communicate effectively using electronic communication, to build intercultural relationships, to negotiate and to make decisions.
- Apply multimedia tools in website and CD-ROM applications for marketing, leadership, influencing performance and driving through change.
- Learn by observation, reflection, investigation and verification.
- Think strategically, innovate and manage business process.
- Apply knowledge and skills to generate high levels of business performance, balancing the financial, social and environmental issues impacting on sustainability.
- Take responsibility for your own learning and motivation.
- Adapt to different ways of doing business and contribute to new business ventures.
- Understand the importance of conceptual approaches, professional practice and real world application of techniques.

Campus

Lilydale/Online

Career opportunities

This course prepares students for careers in information technology related occupations, management, family business, government organisations, administrative positions in organisations undergoing rapid change, marketing, project management, business across many different industries including manufacturing, logistics, social enterprise, agribusiness, trade, tourism, retailing, education, services, regional development, banking, insurance, and building.

At the completion of the Honours program, students will have the skills necessary to link research methods, proposal development and a related work-integrated project and have their performance recognised in the marketplace by the designation of Honours.

Students wanting to undertake further studies at the Masters by Research or Doctoral level will benefit significantly from the Master of Business (Honours) in eBusiness and Communication program.

Course duration

Graduate Certificate: one semester full-time or two semesters part-time.
Graduate Diploma: two semesters full-time or four semesters part-time.
M aster: three semesters of full-time or six semesters part-time.
M aster (Honours): four semesters full-time or eight semesters part-time.

Structure

The Master of Business (eBusiness and Communication) consists of a total of 150 credit points, made up of twelve subjects (each worth 12.5 points).

The course enables students to study in a variety of modes including:
- Full-time - Saturday and/or weekday classes (for local and international students);
- Part-time - Saturday and/or weekday classes (for local students);
- Online - study all subjects online in your home country (for international students) or in Australia (for local students);
- Mixed mode - study some subjects online and the balance by Saturday or weekday classes (for local students).

The program allows students to take a set pattern of study or to design a program that assumes a particular industry context or is project driven. Negotiated learning contracts are used to implement this flexibility.

Core subjects must be taken by all students regardless of the mode of study (online, seminars mixed with online or full-time classes).
Students not wishing to undertake the full Master program may exit with either the Graduate Certificate of Business (eBusiness and Communication) by completing four subjects, or the Graduate Diploma of Business (eBusiness and Communication) by completing eight subjects.

The Master of Business (Honours) (eBusiness and Communication) consists of a total of 200 credit points comprising of core subjects (125 credit points) and elective subjects (75 credit points).

Entry to semester four will require an average of 70% to be attained in semester three. On completion of semester two subjects, students with an average of 70% or more will be encouraged to select subjects with a view to completion of the Master with Honours. On completion of semester three subjects, students with an average of 70% or more will be able to continue to semester four. Those completing semester three with an average of less than 70% will not be eligible to take the additional level during semester four and will exit with the degree Master of Business (eBusiness and Communication).

The award of Master of Business (Honours) (eBusiness and Communication) will be subject to:
1. The successful completion of sixteen subjects (or 200 credit points), and either
2. The attainment of a 75% average at the semester four level (50 credit points), or
3. The attainment of a 70% average for semester three and semester four subjects (100 credit points) undertaken.

Any student completing the 200 point program and not reaching the Swinburne honours level performance criteria (shown above) will be awarded the Master of Business (eBusiness and Communication).

Course subjects

Semester 1 - Graduate Certificate
LEB500 Managing the Transition to eBusiness (core)
LEB503 The eBusiness Environment (core)
LEB502 Business Information Systems and Technology for Managers, or Elective 1
LEB501 Communication and Electronic Culture, or Elective 2

Semester 2 - Graduate Diploma
LEB600 eBusiness Design for Competitive Advantage (core)
LEB601 eMarketing and Customer Relationship Management (core)
LEB602 Managing Strategic Cost and Performance Management, or Elective 3
LEB607 Website Design for Business Performance, or Elective 4

Semester 3 - Masters
LEB700 Strategic Transformation and Entrepreneurial eBusiness (core)
LEB701 Virtual Enterprise and Knowledge Creation (core)
LEB702 Building an Integrated eBusiness Infrastructure
LEB707 The Enterprising eBusiness Manager

Students intending to progress to Semester 4 should complete the following subjects in lieu of LEB702 and LEB707:
LEB604 Research Methods
LEB704 Project Proposal

Semester 4 - Master (Honours)
LEB800 Work Integrated Project (A & B)
Elective 5
Elective 6

Elective subjects
LEB504 eBusiness and Communication Project
LEB505 eBusiness Virtual Learning Project
LEB506 Finance for eBusiness Managers
LEB507 Designing Multimedia Presentations for Business
LEB603 Managing Human Resources in eBusiness Environments
LEB604 Research Methods for eBusiness and Communication

These electives may be substituted at the appropriate level by negotiation (contact adminbus@swin.edu.au)

Entry requirements
An undergraduate qualification at a credit level (GPA 2.5, GM AT 550 or equivalent) from a recognised tertiary institution.

Students whose first language is not English will need to provide evidence of advanced proficiency in written and spoken English by either:
- International English Language Testing System (IELTS) Band 6.5 with no single band less than 6.0; or
- Test of English as a Foreign Language (TOEFL) 580 with a TOEFL score of not less than 4.0.

Psychological Studies

L083 Graduate Diploma of Social Science in Psychological Studies

This postgraduate program provides students with an introduction to psychology at three levels. At the first level, students are introduced to a range of topics in psychology and experimental design and analysis. At the second and third level, subjects follow up on some of these areas in more detail. At the third level, attention is also given to vocational skills and knowledge relevant to applied fields.

Aims & Objectives

The course aims to:
- Provide an opportunity for students who have a degree in another discipline to study Psychology without having to do an entire second degree.
- Provide an opportunity for students to gain basic knowledge in Psychology and to apply this knowledge in their current profession.
- Open the possibility for students to change their career and become a Psychologist. This award is the first step along this path.

This course enables students to learn about:
- Human behaviour and performance.
- How to formulate research questions, collect, analyse and interpret research data, and to write research reports.
- Psychology as a profession.

Campus
Lilydale

Career opportunities

The psychology major, combined with appropriate subjects, can lead to career opportunities in a range of organisations to work as human resource managers, marketing and advertising personnel, information processing professionals, educational psychologists and research officers. Further studies in areas of professional psychology such as clinical, counselling, organisational, forensic, developmental, health, human factors and sports psychology can lead to a wide range of career opportunities.

Professional recognition

The Graduate Diploma of Social Science (Psychological Studies) is accredited by the Australian Psychological Society (APS).

Course duration

Three years part-time.

Structure

The Graduate Diploma of Social Science (Psychological Studies) consists of eleven subjects each worth 12.5 credit points. The workload in each subject is expected to be approximately 160 hours of study. This includes 3-4 hours of formal classes per week (virtual or real) and all other learning activities (independent study, online, external research exercises).

Course subjects
LSY500 Introduction to Psychology 1
LSY501 Introduction to Psychology 2

Swinburne University of Technology | Postgraduate Course Handbook 2005
**Aims & Objectives**
The aims of the Masters in Writing are to:

- Enable writing skills, whether professional or creative, to be understood, developed and implemented.
- Draw together print and performance-based texts with the local and global opportunities of electronic media.
- Provide both traditional and electronic professional and creative writing skills.
- Enable students to develop content for business and creative purposes and for print and online deliveries.
- Give students access to the best materials in print and online as well as to experts in their field. Students will be supported by online mentors and tutors.

These courses have the objectives of:

- Drawing together students' professional lives with the writing qualification. Through developing their own folios, students will be able to utilise their area of interest, whether it be Business Writing (such as planning for setting up a small business or writing a report), Curriculum Writing (such as teaching statistics or developing online materials for learning and teaching), Research Writing, such as collecting and utilising data and writing a refereed article) or Creative Writing (such as poetry or scriptwriting).
- Enriching genre writers with knowledge and insights of other genres which they might practise, or which might be applied to their traditional writing domains.
- Enabling students to understand and apply critical and cultural theories on textuality and discourse.

**Course subjects**

**Graduate Certificate**
- LPW 500 Critical Friends: The real and virtual support of writers (Core)
- LPW 501 Journalism
- LPW 502 Research to Publication
- LPW 503 Writing for Cybermedia

**Graduate Diploma**
- LPW 600 Reading and Writing (Core)
- LPW 601 Creative and General Writing for Publication
- LPW 602 Writing History: People, Places and Times
- LPW 603 Script Adaptation: Stage, Screen, Multimedia
- LPW 604 Online Writing

**Masters**
- LPW 700 The Writerly Self
- LPW 701 Publication Folio (Core - 25 credit points)
- LPW 702 Publication: Presenting your work to an Audience
- LPW 703 Electronic Writing
- LPW 704 Script Writing

**Entry requirements**
An appropriate honours degree or a 4 year undergraduate degree or equivalent. Applicants with an appropriate postgraduate diploma or equivalent are also eligible to apply. Special entry is also available through Recognition of Prior Learning and relevant experience. Entry points will vary according to Swinburne Exemption and RPL policies.

**Higher Degrees by Research**

**L088 Master of Technology**
The Master of Technology provides a complementary pathway for students who have completed the Graduate Diploma of Business (eBusiness and Communication) or other technology related Graduate Diplomas or Honours programs, including students from the Master of Business Administration program, who are looking for a technology related research-based capstone to their postgraduate study. It also provides an ideal pathway for students who want to prepare themselves for further study in a research-based Doctor of Philosophy or other doctorate-level degree by equipping them with the skills and understanding required to be an independent researcher and scholar. Projects may be strongly application oriented, drawing upon a students prior experience and focusing on problem resolution from a multidisciplinary perspective.

**Aims & Objectives**
The Master of Technology provides an opportunity for students to undertake a significant investigative project in a field surrounding the application and/or impact of technology in Electronic Enterprise and society more widely.

**Campus**
Lilydale

**Course duration**
Two years full-time or four years part-time.
Structure

Students participate in three seminar series, Reflective Learning, Research Proposal Development and Research Writing and Communication. Students must complete a Thesis in accordance with Swinburne Masters Degrees by research policies and procedures. www.swin.edu.au/hed/research/admission.htm

Master of Technology (M Tech) candidates may produce, as the examinable outcomes of their program, either

(i) a thesis only, or

(ii) a thesis and product or artifact embodying the results of their research, since research outcomes in the field of technology commonly include new method and product.

Entry requirements

An appropriate honours degree or postgraduate diploma in a technology related field from a recognised tertiary institution. All entrants must have demonstrated understanding of research methods.

TAFE School of Arts, Hospitality and Sciences

The School of Arts, Hospitality and Sciences is a major provider of a broad range of leading edge programs delivering over a million student contact hours (SCH) plus fee for service education and training. The School is composed of the following Departments and Centres:

- Department of Arts
- Department of Horticulture & Environmental Sciences
- Department of Hospitality & Tourism
- Department of Industrial Sciences
- Centre for Occupational Health & Safety
- National Centre for Sustainability
- International Disaster Management Centre
- Centre for Food & Wine Tourism

The National Centre for Sustainability and the International Disaster Management Centre offer the following postgraduate programs.

International Disaster Management Centre

The International Disaster Management Centre (IDMC) provides training in disaster management. It is located in the Industrial Sciences Department, Swinburne University of Technology.

S0046GDDIS Graduate Diploma in Disaster Management
S0046GCDIS Graduate Certificate in Disaster Management

The Graduate Certificate and Graduate Diploma of Disaster Management have been developed to support the training needs of the emergency services and related agencies responsible for protecting people and assets in business and the community. It is essential that their personnel learn the skills of prevention, preparedness, response and recovery in order to protect Australia and neighbouring countries from the effects of emergencies and disasters.

The course provides participants with a regional, national and international perspective on disaster management, based around the Australian/New Zealand standard on Risk Management (AS/NZS 4360:2004).

Campus

Distance Education

Career opportunities

Graduates possessing skills in the interpretation and application of the Risk Management Standard will be widely sought by local, national and international government and non-government organisations, emergency services, volunteer and aid agencies.

Course duration

Students are encouraged to complete a module within six months.

Structure

To obtain the Graduate Certificate, students must complete the two core risk modules and two elective modules. They may then elect to obtain the Graduate Diploma by completing the remaining core module and a further three electives.

Course subjects

Core Subjects

RM D0001 Perception and Identification of Risk
RM D0002 Risk Determination and Treatment
RM D0008 Disaster Management Research Project (Graduate Diploma only)

Electives

RM D0004 Natural Hazards
RM D0005 Human and Industrial Hazards
RM D0006 Emergency Logistics and Evacuation
RM D0007 Emergency Management and Disaster Recovery
RM D0009 Disaster Preparedness and Decision-making
Entry requirements
A degree or advanced diploma from a recognised tertiary institution (or approved equivalent). Applicants with relevant work experience are also eligible to apply, particularly where relevant professional practice has been undertaken. In these cases it is expected that the intending participants will be able to:

- Work independently.
- Consult with others.
- Manage time and commitments.
- Research material from primary and secondary sources.
- Present written information appropriate for postgraduate assessment.

Applicants should contact the International Disaster Management Centre (IDMC) on +61 3 9214 5146 or Email: tafeind@swin.edu.au

National Centre for Sustainability
The National Centre for Sustainability provides educational leadership and works in partnership with industry, government and community to undertake program delivery, resource development, project work and applied research to support the development of sustainable practices in business, government and the community.

The National Centre for Sustainability at Swinburne specialises in:

- Research in the area of corporate and community sustainability.
- Industry customised training programs promoting sustainable practices.
- Assisting Small and Medium sized Enterprises in achieving sustainability.
- Incorporating sustainability principles into educational programs.

21545VIC Graduate Certificate in Sustainability
The Graduate Certificate in Sustainability was developed in response to a strong industry demand for staff with skills and knowledge in the field of sustainability. The course addresses the key sustainability challenges in terms of environmental, economic and social issues at a global, national and local level.

The Graduate Certificate in Sustainability will be of interest to:

- Professionals who want to join an environmental / sustainable development team in a corporate environment.
- Consultants wanting to extend their knowledge in the field of sustainability.
- Middle managers wishing to develop the sustainability profile of their company.
- Anyone who wants to play an educational or advisory role in the field of sustainability – as part of an educational institution, a non-governmental organisation or a community group.

Upon successful completion of the Graduate Certificate in Sustainability, students will be eligible for credit transfer to a number of masters programs including the Master of Science in Strategic Foresight.

Aims & Objectives
Core units will introduce students to general principles of sustainability, and equip them with skills that should enable them to successfully implement sustainable strategies and initiatives in a variety of contexts.

Electives offer students the opportunity to develop specialised knowledge in a range of areas: integrated land and water management, eco-design, sustainable energy, corporate and community sustainability, and future studies and foresight.

Through individual and group work – based on industry, government and community projects – students will develop high-level analytical, decision-making and stakeholder engagement skills.

Campus
Hawthorn/Online

Career opportunities
Graduates will be sought after by local, state and federal governments, and by organisations operating in areas such as:

- Land and water management.
- Energy.
- Design eg. building, manufacturing, engineering.
- Sustainable production.

Course subjects
Core units
VBN762 Principles of Sustainability
VBN763 Implementing Sustainability

Electives
Select two:
VBN764 Towards Integrated Land and Water Management
VBN765 Eco-Design
VBN766 Energy for the Future
VBN767 Global Citizenship: Corporate and Community Sustainability
HSF601 Introduction to the Knowledge Base of Future Studies and Foresight

Note: Electives are offered subject to the number of student enrolments.

Entry requirements
A bachelor degree or advanced diploma from a recognised tertiary institution (or approved equivalent). Applicants with five years work experience in a relevant field may also be eligible. It is expected that applicants will be able to:

- Work independently.
- Consult with others.
- Manage time and commitments.
- Research material from primary and secondary sources.
- Present written information appropriate for postgraduate assessment.

The enrolment of course participants is subject to the provision of written information confirming eligibility and assessment through an interview.

Application should be made directly to the National Centre for Sustainability at Swinburne University on +61 3 9214 5997 or Email: ncs@swin.edu.au
TAFE School of Business and eCommerce

The School of Business and eCommerce is a large and highly regarded provider of a wide range of business services programs. Over 200 staff, selected for industry experience, teaching skills and initial and postgraduate qualifications are involved in delivering our programs. Its five departments provide training and consulting directly to enterprises and work across the Eastern region to provide accessible, high quality education and training program to our on-campus students.

Swinburne has a long history of working in partnership with industry and delivering programs in the workplace. Our Business Enterprise Centre provides specialist training, advice and support for Small Business, and other departments are working with a broad range of private businesses and public organisations to increase the skills and qualifications of employees. Our workplace training programs use a mixture of action learning, seminars and workshops, online learning and self-paced print materials to best meet the client’s needs.

Further information
Contact the School of Business and eCommerce on:
Telephone: +61 3 9214 5329
Email: tafebus@groupw ise.swin.edu.au
Website: www.tafe.swin.edu.au/buscom

Applied Business

0046GAB Graduate Certificate in Business in Applied Business

This postgraduate course has been designed to meet the needs of mature age students who wish to broaden the skills already gained in an undergraduate program, or who want to develop vocational knowledge and skills in a new professional area.

Campus
Hawthorn

Course duration
Six months full-time or one year part-time.

Structure
The course consists of four compulsory subjects with each subject consisting of a number of modules.

Course subjects
0046GAB1 Marketing
0046GAB2 Management Communication
0046GAB3 Global Trading Issues
And one of:
0046GAB4 Tools for Quantitative Analysis*
0046GAB5 Strategic Human Resource Management*
0046GAB6 Leadership and Management*
* Not all subjects are offered all semesters. Some may only be offered depending on sufficient enrolments.

Entry requirements
A degree or diploma from a recognised tertiary institution (or approved equivalent) and at least three years’ work experience, or five years relevant experience in a responsible position in business or industry.

Executive Administration

0046BEAA Graduate Certificate of Business in Executive Administration

The Graduate Certificate in Business (Executive Administration) has been designed to meet the needs of students who want to develop vocational knowledge and skills in the professional area of executive administration. The course is targeted to:
- Individuals currently working in a secretarial / office environment who wish to expand their knowledge and skills to enable promotion to personal / executive assistant positions.
- Executive assistants wanting to strengthen their knowledge and skills, and gain formal recognition of these skills by attaining a high level specialist qualification.
- Graduate and undergraduate students in related studies wanting to broaden their knowledge and skill set by attaining a higher qualification.

Aims & Objectives
The course aims to provide high level business knowledge with practical skills applications which are relevant to executive assistants working directly for senior managers. The four core subjects address sound management principles, high level administration skills and knowledge, and advanced information technology skills. A diverse range of subjects are offered for the elective component which allows students to specialise in a particular skill or interest area.

At the completion of the program it is expected that graduates will be able to:
- Understand the role of the executive assistant and the value of your personal profile in that role.
- Work in, build and manage a successful team.
- Use tools, resources and software (Microsoft Project) to plan and manage a project.
- Make business presentations and speeches with confidence and professional effect.
- Apply the principles of business ethics to the workplace.
- Apply the principles of good instructional design to plan, author, publish and present a business website.
- Understand the impact of organisational structure, design and culture, and environmental constraints on the modern workplace.
- Investigate the value of sound planning, decision-making, leadership and communication skills in achieving business goals.
- Adapt to new, changing and innovative ways of doing business and contribute to new business ventures.

Campus
Prahran/Online

Professional recognition
Graduates may be eligible for membership of the Australian Institute of Office Professionals (A/IOP).

Course duration
Twelve to eighteen months part-time.

The course is offered fortnightly on a Saturday 9.00 am to 4.30 pm. It is also offered online at www.tafe.swin.edu.au/admintech/execadmin/ and is available to international students on a full-time basis.

Structure
The course consists of three compulsory subjects and one elective. All four subjects must be satisfactorily completed to gain the Graduate Certificate. The online course includes an additional tutorial - Introduction to Online Learning.

Course subjects
Compulsory Subjects
Executive Administration
Information Technology
Fundamentals of Management Processes
Electives (choose one):
eBusiness and Communication Project (online)
The eBusiness Environment (online)
Managing the Transition to eBusiness (online)
Business Information Systems and Technology for Managers (online)
Designing Multimedia Presentations for Business (online)
Communication and Electronic Culture (online)
Employee Relations
Marketing
Global Trading Issues
Tools for Quantitative Analysis
Managing a Project
Opportunity Evaluation
Organisation Dynamics
Strategic marketing
Financial Data and Decision Making

Students studying the course online can only select from the electives marked online.

These electives have been selected from other Swinburne Graduate Certificate courses to provide students with a pathway option for further study in Graduate Certificate, Graduate Diploma and Master programs.

Entry requirements
A diploma, advanced diploma or degree from a recognised tertiary institution, or equivalent, or be of mature age with relevant work experience and be able to demonstrate an ability to meet course demands.

Human Resource Management

5801BA Graduate Certificate of Business in Human Resource Management

The Graduate Certificate in Human Resource Management will appeal to people from diverse business backgrounds who have a common goal – to gain a tertiary qualification to improve their management skills and business prospects. The course provides the skills needed for effective human resource management. It can also be viewed as the first step in the ongoing process of postgraduate management education.

Campus
Hawthorn

Professional recognition
The course is recognised by the Australian Human Resources Institute (AHRI).

Course duration
One year (two semesters) part-time, or one semester full-time.

Structure
The Graduate Certificate is based on two semesters of twelve weeks duration. Each subject has two hours of class time per week, plus one Saturday workshop. Classes are held Tuesdays to Thursdays between 5.30 pm to 9.30 pm. International students are expected to complete this course in one semester.

The Graduate Certificate can also be undertaken as the first year of a two year Graduate Diploma of Business (Human Resource Management) which involves a further four subjects or as the first year of a three year Master of Business (Human Resource Management) which involves a further nine subjects.

The program may also be run ‘in-house’ for organisations where minimum of fourteen candidates are available.

Course subjects
HRM 001 Performance and Reward Management
HRM 002 Employee Relations
OH 200 Recruitment and Selection
OH 300 Human Resource Development

Entry requirements
A degree or diploma with at least three years work experience, or managers without a qualification but with considerable relevant experience (at least five years) and a level of responsibility in industry or business.

Project Management

0046BPM Graduate Certificate of Business in Project Management

The Graduate Certificate in Business (Project Management) is orientated to project management in a business environment. The focus is on managing projects from a business perspective rather than a purely engineering, construction or IT standpoint.

The course has been designed to meet the needs of practising project officers and managers who want to pursue specialist study and develop skills at a managerial level.

The course is targeted to:
• Individuals currently working as project practitioners in a project oriented environment wishing to expand their knowledge and skills to enable promotion to project management.
• Project managers wanting to strengthen their knowledge and skills, and gain formal recognition of these skills, by attaining a postgraduate specialist qualification.
• Graduate and undergraduate students in related studies wanting to broaden their knowledge and skill set by attaining a qualification in this discipline.

Aims & Objectives
The course aims to provide high-level knowledge with practical skill applications that are relevant to project practitioners and project managers. The four core subjects address sound project management principles, high-level project implementation and execution skills and knowledge, and project integration management skills, essential for the role of the business project manager.

At the completion of the program it is expected that graduates will be able to:
• Prepare a project brief.
• Design and prepare a project plan including; scheduling, resources, costs, quality assurance, procurement and risk analysis.
• Design and implement a project monitoring and performance measurement system.
• Analyse project performance and close a project.
• Apply the above knowledge and skills in a real project management setting.

Campus
Hawthorn

Career opportunities
The expected area and level of employment for graduates will be for project officers to move into project management roles and for project managers to take on more senior responsibilities, or coordination and integration of a number of projects.

Professional recognition
Graduates may be eligible for membership of the Australian Institute of Project Management (AIPM).

Course duration
Six months full-time or one year part-time.

The course is offered through a combination of evening and Saturday seminars.

Structure
There are four core (compulsory) subjects, with a project study undertaken as part of the fourth subject. All four subjects must be satisfactorily completed to gain the Graduate Certificate.

Course subjects
B00466010 Project Management Framework
B00466011 Project Planning and Initiation
B00466012 Project Management and Closure

Swinburne University of Technology | Postgraduate Course Handbook 2005
Quality Management

0046QLM Graduate Certificate in Quality Management

This course enables participants to manage and control the planning, initiation, control, installation and auditing of QM programs. The course addresses the ISO9000 in 2000 standards for quality and incorporates the criteria for the Australian Quality Awards. The program develops core leadership, teamwork and management competencies required by contemporary Quality Managers and their organisations. The course is applicable to large and small organisations in manufacturing, health, service, and semi-government. The course can also be tailored to an organisation's specific needs for in-house training.

Aims & Objectives

To provide students with a curriculum, conditions and suitably qualified lecturers to impart the knowledge and skills that will equip them to be leading proponents of Quality Management at a senior level in any environment.

Campus

Hawthorn

Career opportunities

Quality Management, Manufacturing Management, Health.

Professional recognition

Member of Australian Organisation for Quality (Vic) Inc.

Course duration

One year part-time or one semester full-time.

Course subjects

0046QM1 Management Responsibilities
0046QM2 Process Management
0046QM3 Management Analysis & Improvement
0046QM4 Resource Management

Entry requirements

A degree from a recognised institution or a diploma in Quality Management with practical experience. Or three to five years experience in a senior quality management role.

Small Business Management

0046SBUS Graduate Certificate of Business in Small Business Management

The course has been designed to meet the needs of small business owners, prospective business owners and consultants to small business, essentially to educate participants on the requirements of small business and to enhance participants’ chances of success in their chosen business field.

Campus

Hawthorn

Career opportunities

On completion of the course, students should possess an improved job and/or business performance and a greater awareness of the inherent challenges associated with being in small business.

Course duration

Two semesters part-time or one semester full-time.
TAFE School of Social Sciences

The TAFE School of Social Sciences is committed to providing quality Vocational Education and Training in a supportive communicative environment. The School offers courses in Community Services, Health and Recreation and provides lifelong learning opportunities through Access and Further Education programs.

Male Family Violence

G0046FAMV2 Graduate Certificate of Social Science in Male Family Violence

Working with men who use violence toward their family members can be difficult and complex, and facilitators of male family violence behaviour change groups require particular expertise and experience. Whilst facilitators may be trained in their own professional area, they also require the skills and training to work specifically as group facilitators in the context of men’s violence and men’s behaviour change groups.

The Graduate Certificate will provide the opportunity to gain essential theoretical and practice-based expertise as well as further development of sophisticated conceptual and therapeutic skills to meet the levels of responsibility associated with this area of work. The course is underpinned by national community services competencies, and has been developed and endorsed by industry.

The enhancement of the safety of women and children who have experienced male family violence is the paramount concern underpinning the training program.

Aims & Objectives

- To provide quality, specialist, skill and practice-based training specific to the context of Men’s Behaviour Change Group facilitation.
- To assist participants to develop awareness of self and of the social and personal issues that underlie the range of difficulties expressed by users of Male Family Violence Services.
- To assist participants to develop an integrated professional, theoretical and practice framework, appropriate to Men’s Behaviour Change Group facilitation.
- To offer training that is accredited and recognised through credit transfer, into a range of relevant courses offered for the Community Services Sector.
- To attract and maintain a skilled pool of Men’s Behaviour Change Group facilitators by offering the satisfaction of quality learning and recognition of accredited training.

Campus

Prahran/External Venue

Course duration

320 Nominal Hours

Course Subjects

G0046TD019 Male Family Violence Principles and Practice, incorporating:
   - CHCDFV9B Work with users of violence to effect change
   - CHCDFV2B Manage own professional development in responding to domestic and family violence

G0046TD020 Strategies of Engagement, incorporating:
   - CHCCS402A Respond holistically to client issues in the male family violence context
   - CHCCS7C Coordinate the assessment and delivery of services to clients with particular needs

G0046TD021 Group Facilitation, incorporating:
   - CHCDFV9B Work with users of violence to effect change
   - CHCGROUP3C Plan and conduct group activities
   - CHCDFV10B Facilitate debriefing and support processes

G0046TD022 Professional Practice in Male Family Violence, incorporating:
   - CHCDFV9B Work with users of violence to effect change
   - CHCDFV2B Manage own professional development in responding to domestic and family violence

and family violence

Prenatal and Postnatal Family Support

0046PNFS Graduate Certificate of Social Science in Prenatal and Postnatal Family Support

This course aims to give participants the knowledge and skills to provide effective support to families during the prenatal and postnatal period while broadening the skills they have already gained in undergraduate programs and workplace experiences.

Campus

Prahran

Career opportunities

Graduates of this course are sought for employment in agencies working with infants and families such as mother and baby units, and also in private homes. The qualification may also lead to opportunities to work in maternity hospitals or other organisations working with the newborn and their family.

Course duration

One year part-time.

Structure

The course consists of four modules with a workplace learning component. The course requires participants to conduct off-campus research. Classes will be held one evening per week commencing February, from 6.30 to 9.30 pm at the Prahran campus. Some Saturday sessions will be scheduled each semester. Project work will be required.

Course subjects

D0046FS1 Pre and postnatal principles and practice
D0046FS2 Family and parenting issues
D0046FS3 Communication with parents and health professionals
D0046FS4 Short and long term care planning

Entry requirements

Applicants will normally require professional qualifications in the children’s services area at diploma or degree level or equivalent. Critical reflection, analysis and research skills are also necessary to meet the requirements of the course. Applicants will also be required to demonstrate academic and interpersonal skills adequate for postgraduate studies in social and community services. Applicants should apply directly to the Department of Child and Family Studies on (03) 9214 6863
Subject Details

All subject descriptions are contained in this chapter. All subjects are allocated an alphanumeric code and are listed here in code order.

Textbooks and recommended readings

Textbooks are material essential to the subject. Due to the frequency with which individual publications become outdated, and are superseded, textbooks and recommended readings are not listed for all subjects.

Students are advised not to purchase textbooks or recommended readings until classes commence, unless they have consulted the lecture in charge of the subject.

0046GAB1 Marketing

36 nominal hours • Prerequisite: Nil

A subject in the Graduate Certificate in Business (Applied Business).

Aims & Objectives

The objective of this subject is to provide a basic knowledge of marketing tools and skills required to analyse the status of an organisation and manage a marketing program.

Content

This subject includes two modules: Introduction to Marketing and Implementing Marketing.

1. Introduction to Marketing

   The module provides an overview of the basic marketing tools. Topics covered include:
   • the importance of marketing;
   • the environment;
   • market research;
   • consumer and business buying behaviour; and
   • the marketing mix.

2. Implementing Marketing

   Students will use the tools learnt in the first module and build on them. The strategic planning process is covered and students will prepare their own business plan.

0046GAB2 Management Communication

36 nominal hours • Prerequisite: Nil

A subject in the Graduate Certificate in Business (Applied Business).

Content

This subject comprises three modules:

1. Management Practices: Participants will gain knowledge and skills necessary to analyse the issues facing managers in organisations and the organisational strategies, structures and behaviour which firms confront in a global environment.

2. Business Communications: This unit equips students with the necessary skills to write and present effective reports.

3. Business Applications: This module explores the use of electronic media for effective business communication pertinent to the varied roles of business professionals.

0046GAB3 Global Trading Issues

36 nominal hours • Prerequisite: Nil • Corequisites: Nil

A subject in the Graduate Certificate in Business (Applied Business).

Content

This subject comprises four modules:

1. International Marketing: Participants will learn about current issues in contemporary international marketing.

2. Services Marketing: Participants will learn the increased importance of services and non-profit marketing concepts to an organisation.

3. International Law and Cultural Issues: Participants will develop skills and knowledge in key legal and cross cultural areas as they affect global trade.

4. International Trade and Finance: Participants will be provided with an appreciation of the principles of international trade and commerce and their application within the global financial environment including the risks currently involved in world trade and the management of these risks.

0046GAB4 Tools for Quantitative Analysis

36 nominal hours • Prerequisite: Nil

A subject in the Graduate Certificate in Business (Applied Business).

Content

This subject comprises three modules:

1. Economic Analysis for Management: Students will develop an understanding of a range of economic concepts in relation to real world issues.

2. Statistics for Managers: This short module helps students to develop the statistical tools and techniques which can be used in the control and improvement of businesses processes.

3. Accounting for Managers: Participants will gain knowledge and skills to interpret accounting information and reports, and to apply this knowledge in the decision-making process.

0046GAB5 Strategic Human Resource Management

36 nominal hours • Prerequisite: Nil

A subject in the Graduate Certificate in Business (Applied Business).

Aims & Objectives

This subject provides participants with the underpinning knowledge, skills and attitudes to perform human resource tasks in any industrial environment.

Content

Topics covered may include: evolution and theory of human resource management, human resource planning, jobscreening and selection, employee development, performance management, governance and workplace cultures and diversity.

0046GAB6 Leadership and Management

36 nominal hours • Prerequisite: Nil

A subject in the Graduate Certificate in Business (Applied Business).

Aims & Objectives

The subject will provide participants with the skills, knowledge and attitudes to develop leadership and coaching skills for a range of work environments.

Content

Topics may include: leadership, business ethics and social responsibility, strategic management, managing change, learning styles, coaching, performance management, governance and workplace cultures and diversity.

0046QM1 Management Responsibilities

50 nominal hours • Prerequisite: Competencies in the national management modules: NGM S102, NGM S103, NGM S104, NGM S105

A subject in the Graduate Certificate in Quality Management

Aims & Objectives

To enable participants to identify the various aspects required for the planning and management for quality within an industry or organisation, developing customer and supplier relationships, and assessing situational change and organisational risk, to optimise organisational outcomes.

Content

• Plan and manage for quality.

• Develop customer and supplier relationships.

• Demonstrate the various leadership styles.

• Describe the nature and consequences of risks.

• Analyse potential risk incidents.

• Risk management strategies.

0046QM2 Process Management

50 nominal hours • Prerequisite: Competencies in the national management modules: NGM S102, NGM S103, NGM S104, NGM S105 plus completed modules: 0046QM 1
A subject in the Graduate Certificate in Quality Management

**Aims & Objectives**
To enable participants to manage processes, identify opportunities for improvement and recommend action plans within an industry or organisation, by:

- Apply a framework for innovation, improvement and long term success, to assess and industry or organisation, designed to assess current performance levels against a proven benchmark, and develop a road map identifying areas for future improvement. This is achieved by employing the organisational self-assessment model of the Australian Quality Council's Business Excellence framework.

- Apply a framework to an industry or organisation, involving a business oriented process approach, that is customer satisfaction and continuous improvement focussed with the compatibility for environmental management and other management system elements with wider applicability for organisations. This is achieved by applying the framework of the ISO 9000 for 2000 process model.

- Identify an industry or organisation's opportunities for improvement, from both the organisational self assessment employing the Australian Quality Council's Business Excellence framework and the ISO 9000 for 2000 Process Model, and prepare and present action plans to achieve the planned outcomes.

**0046QM3 Management Analysis and Improvement**

50 nominal hours • Prerequisite: Competencies in the national management modules: NGMS102, NGMS103, NGMS104, NGMS105 plus completed modules: 0046QM1, 0046QM2

A subject in the Graduate Certificate in Quality Management

**Aims & Objectives**
To enable participants to identify the various aspects of management analysis and improvement required within an industry or organisation, incorporating measurable outcomes, leading and lagging performance indicators, various management systems, continuous improvement opportunities, action plans to achieve planned outcomes, plus various benchmarking opportunities.

**Content**
- Evaluate and report on the measurable outcomes of the holistic approach to system performance, incorporating the measurement of customer satisfaction and internal audits.
- Evaluate and report on an industry or organisation's approach to leading and lagging indicators.
- Analyse and report on the variety of management systems employed in an industry or organisation.
- Evaluate and present a comprehensive report on the identified continuous improvement opportunities for an industry or organisation, and compile action plans to achieve the planned outcomes.
- Evaluate and report on an industry or organisation's benchmarking opportunities to achieve world's best practice.

**0046QM4 Resource Management**

50 nominal hours, plus approximately 60 hours project assignment • Prerequisite: Competencies in the national management modules: NGMS102, NGMS103, NGMS104, NGMS105 plus completed modules: 0046QM1, 0046QM2, 0046QM3

A subject in the Graduate Certificate in Quality Management

**Aims & Objectives**
To enable participants to manage resources and complete projects in accordance with specifications and performance parameters. The students are presented with various projects, such as:

- Assess an industry or organisation and present the findings of the current performance levels for the people category, plus one other category of the Australian Quality Council's Business Excellence Framework.

- Assess an industry or organisation and present the findings of the current performance levels for the resource management criteria of the ISO 9000 in 2000 Framework.

- Assess an industry or organisation and present the findings of the current performance levels for the people category of the Australian Quality Council's Business Excellence Framework.

- Assess an industry or organisation and present the findings of the current performance levels for the resource management criteria of the ISO 9000 in 2000 Framework.

**0046SB001 Finance for Small Business**

40 Nominal Hours • Prerequisite: Nil

A subject in the Graduate Certificate of Business (Small Business Management)

**Aims & Objectives**
To provide the participant with the underpinning knowledge, skills and attitudes to manage the financial aspects of a small business, including: managing credit, controlling inventory, setting prices, analysing cash flow, sourcing funding, and planning for taxation.

**Content**
- Credit Management.
- Inventory Control.
- Pricing Policy.
- Cash-Flow Analysis.
- Funding.
- Taxation Planning.

**0046SB002 Business Start-Up and Development**

40 Nominal Hours • Prerequisite: Nil

A subject in the Graduate Certificate of Business (Small Business Management)

**Aims & Objectives**
To provide the participant with the underpinning knowledge, skills and attitudes to start up and to develop a business, including: conducting a feasibility study, determining appropriate business legal structure, managing issues in a family operated business, managing personal development needs, and dealing with growth obstacles and crisis in a business.

**Content**
- Feasibility Study.
- Business Legal Structure.
- Family Owned Businesses.
- Personal Development.
- Obstacles to Growth.
- Business in Crisis.

**0046SB003 Managing Your Business Efficiently**

40 Nominal Hours • Prerequisite: Nil

A subject in the Graduate Certificate of Business (Small Business Management)

**Aims & Objectives**
To enable participants to identify the various aspects required for efficiently managing a small business in a competitive environment, controlling that business performance while being mindful of business life cycles, systemising and developing business procedures, options and strategies, and sourcing business assistance. To identify the importance of successful staff management and the impact consultants, communication and motivation can have in the small business environment.

**Content**
- Management Controls.
- Motivating people in the organisation.
- Using external personnel/consultants.
- Business expansion options and strategies.
- Dealing with business difficulties.
- Managing a financial crisis.

**0046SB004 Information Technology**

40 Nominal Hours • Prerequisite: Nil

A subject in the Graduate Certificate of Business (Small Business Management)
Aims & Objectives
To provide the participants with the knowledge and skills to manage electronic commerce, business applications and accounting systems in a small business situation, with particular emphasis on applying the concepts and theories to a real life situation.

Content
- eCommerce.
- eMarketing.
- Website Design.
- Spreadsheets.
- Accounting Systems.

0046TD001 Supply Chain
A subject in the Graduate Certificate in Supply Chain Management.

Aims & Objectives
Analyse and evaluate:
- The supply chain
- Modelling the supply chain
- Pipeline mapping
- Distribution requirements planning
- Electronic data interchange
- Transportation
- International considerations
- Organising the supply chain function
- Reducing supply chain costs

0046TD002 Logistics
A subject in the Graduate Certificate in Supply Chain Management.

Aims & Objectives
By incorporating knowledge of rapidly developing technology in information systems, warehousing and distribution techniques, analyse, evaluate and develop holistic systems for:
- Logistics operations, planning and control
- Customer service
- Integrated logistics management

0046TD003 Quality and the Supply Chain
A subject in the Graduate Certificate in Supply Chain Management.

Aims & Objectives
Using a Business Excellence Framework and ISO 9004: 2000: assessing current performance levels against a proven benchmark
- Identifying areas for improvement
- Applying models for innovation, improvement and long term success
- Identifying the nature and consequences of risks
- Analysing potential risk incidents
- Employing risk management strategies

B0046010 Project Management Framework
12.5 Credit Points  • 12 Weeks  • 3 Hours per Week  • Hawthorn  • Prerequisite: Nil
- Teaching methods: Classes, tutorials/practice classes  • Assessment: Syndicate assignments (2) 70%, Individual assignments 30%
A subject in the Graduate Certificate in Business (Project Management).

Aims & Objectives
The purpose of this subject is to provide students with an understanding of the foundation elements of project management. They will evaluate the process of project preparation within the project management framework. The aims of this subject are to:
- Develop students’ ability to manage the establishment of a project.
- Develop students’ ability to manage the establishment of a project.
- Develop students’ ability to manage the establishment of a project.

Content
- Project management principles and concepts.
- Project management bodies of knowledge.
- Project management methodologies.
- Project management processes and procedures.
- Project selection processes, governance and prioritisation.
- The lifecycle of a project.
- Project structure and categories – functional, matrix, mixed systems, project staff office, virtual project.
- Roles and responsibilities of the project manager and the project team.
- The project brief – goals, objectives, quality and performance measurement, stakeholder influence, client expectations.
- The approach to the project – operational concerns, human resource issues, standards and policies.

Reading Materials

B0046011 Project Planning and Initiation
12.5 Credit Points  • 12 Weeks  • 3 Hours per Week  • Hawthorn  • Prerequisite: B0046010  • Teaching methods: Classes, tutorials/practice classes  • Assessment: Syndicate assignments (2) 70%, Individual assignment 30%
A subject in the Graduate Certificate in Business (Project Management).

Aims & Objectives
The purpose of this subject is to provide students with the knowledge and skills required to prepare the baseline for a project, and to plan and then initiate project activities.

The aims of this subject are to develop students’ ability to:
- Design the project plan and stage plans in accordance with the project brief.
- Manage the establishment of the project.
- Establish quality standards for the project.
- Undertake contingency planning and analysis.

Content
- Project management planning processes.
- Project initiation planning process – scope planning, project authorisation and organisation.
- Project management planning concepts.
- Project scheduling and work breakdown.
- Resource management planning.
- Forecasting techniques.
- Budgeting tools and techniques.
- Cost monitoring methods and controls.
- Quality standards, quality assurance and quality control and audit procedures.
- Procurement processes and procedures planning.
- Contract management planning.
- Quantitative and qualitative risk analysis and response plans.
Reading Materials

B0046012 Project Management and Closure
12.5 Credit Points • 12 Weeks • 3 Hours per Week • Hawthorn • Prerequisite: 0046010 and 0046011 • Corequisites: May be studied with B0046013 • Teaching methods: Classes, tutorials/practice classes • Assessment: Syndicate assignments (2) 50%, Individual assignment 50%
A subject in the Graduate Certificate in Business (Project Management).

Aims & Objectives
The purpose of this subject is to provide students with the knowledge and skills required to design and implement project monitoring and control systems. Students will learn strategies to manage the phases of a project including project finalisation and evaluation.

The aims of this subject are to develop students’ ability to:
• Apply knowledge of project management tools.
• Select project management tools and apply them to effectively achieve project outcomes.
• Develop a contract.
• Implement financial accounting systems.
• Monitor, review and amend project plans and contracts.
• Co-ordinate project integration activities.
• Resolve disagreements and disputes.
• Report on project progress.
• Analyse project outcomes against specifications, performance standards and project goals.
• Review project activity.
• Develop evaluation reports.
• Evaluate supplier performance in accordance with the evaluation framework.
• Co-ordinate project closure.
• Document evaluation to assist in continuous improvement.

Content
• Project monitoring systems.
• Process integration.
• Earned Value Analysis (EVA).
• Project control processes and corrective action.
• Risk reduction planning, execution and evaluation.
• Scope change management.
• Integrated change control.
• Project control tools and methods - PERT, critical path method, Gantt charts, GERT.
• Schedule efficiency measures - Planned Value (PV) and Schedule Performance Index (SPI).
• Procurement management strategies.
• Human resource management strategies.
• Physical resource management strategies.
• Cost monitoring, management and control.
• Project audits – process and reporting.
• Budget revision.
• Project evaluation techniques.
• Performance analysis.
• Continuous improvement processes.
• Project closeout methods and implementation.
• Final project reporting.

Reading Materials

B0046013 Project Study
12.5 Credit Points • 12 Weeks • 3 Hours per Week • Hawthorn • Prerequisite: B0046010 and B0046011 • Corequisites: May be studied with B0046012 Project Management and Closure • Teaching methods: Students will consult with supervising staff at regular intervals. Scheduled classes and a subject website will provide a communication environment between staff and fellow students in which issues, problems and progress can be shared and addressed. • Assessment: Major industry-based project study presented in the form of a multi-staged report and presentation (100%)
A subject in the Graduate Certificate in Business (Project Management).

Aims & Objectives
This subject will enable students to synthesise their theoretical and practical understanding of project management methodology, processes, and management strategies and apply this understanding to an appropriate industry-based project. Through this learning experience project management students will develop the process and procedural skills of systematic and scientific enquiry relevant to industry-based projects, as well as expertise in applying these skills in seeking sustainable, cost-effective and practical solutions to real-world project management problems or issues.

The aims of this subject are to:
• Prepare a project proposal.
• Collect preliminary information.
• Produce a project management plan.
• Initiate the project by performing authorisation activities.
• Identify project controls and design a monitoring system.
• Prepare a report that details the supporting activities involved in planning, implementing, monitoring, evaluating and closing a project.

Content
This list of content will be reviewed from the previous three subjects and will be applied in the industry-based project study.
• Project management principles and concepts.
• Project management methodologies.
• Strategic project management within the parent organisation.
• Project selection processes, governance and prioritisation.
• The lifecycle of a project.
• Project structure and categories – functional, matrix, mixed systems, project staff office, virtual project.
• Roles and responsibilities of the project manager and the project team.
On completion of this unit, the worker will be able to respond appropriately to clients and their families who have complex issues outside and in addition to the area of immediate focus, expertise or interests of the worker and their organisation. For instance, the worker might work for an agency, and possess relevant competence, in the general welfare or counselling area but requires specific skills in working in groups with men who use violence and their families, using an holistic approach.

Completion of the unit will also provide the worker with competence to make decisions regarding referral within an accountable casework context.

**Content**

1. Assessment of the issues impacting on the client and his family and on the delivery of appropriate group and other services.
2. Determine the course of action to be followed.
3. Establish interpersonal relationship with the client that is accountable and will enable issues to be addressed.
4. Provide group and individual interventions as required.
5. Respond appropriately to needs of other family members who are vulnerable and at significant risk including partners, children and young people.
6. Evaluate effectiveness of services provided to meet client needs.

**CHCCS7C  Coordinate the assessment and delivery of services to clients with particular needs**

75 Nominal Hours  •  Prerequisite: Nil

A subject in the Graduate Certificate in Social Science (Male Family Violence)

**Aims & Objectives**

Coordination of programs to ensure that individual needs of clients and their families are met within organisational parameters.

**Content**

1. Identify program requirements for individual clients and their families.
2. Coordinate program delivery to ensure client needs are addressed.
3. Coordinate the evaluation of client service delivery.

**CHCDFV10B  Facilitate debriefing and support processes**

50 Nominal Hours  •  Prerequisite: Nil  •  Corequisites: Nil

A subject in the Graduate Certificate in Social Science (Male Family Violence)

**Aims & Objectives**

This unit identifies the skills and knowledge required to manage colleagues' occupational health and welfare particularly in the family violence context. This will involve participating in and facilitating debriefing and various support processes for self or colleagues who are providing various services to people affected by domestic and family violence.

**Content**

1. Monitor occupational health and welfare.
2. Conduct debriefings.
3. Assist and support colleagues.

**CHCDFV2B  Manage own professional development in responding to domestic and family violence**

50 Nominal Hours  •  Prerequisite: Nil

A subject in the Graduate Certificate in Social Science (Male Family Violence)

**Aims & Objectives**

This unit identifies the skills and knowledge required for individuals to manage their own performance and take responsibility for their professional development in relation to domestic and family violence.

**Content**

1. Work within a domestic violence framework.
3. Develop and maintain professional competence.
CHCDVF9B  Work with users of violence to effect change

70 Nominal Hours  Prerequisite: Nil
A subject in the Graduate Certificate in Social Science (Male Family Violence)

Aims & Objectives
This unit addresses the skills and knowledge required to work with and engage users of violence in assisting them to take responsibility for their violence and to work towards changing their behaviour and enhancing the safety of their family.

Content
1. Establish and maintain professional relationship.
2. Assess capacity for change.
3. Encourage personal responsibility.

CHCGROUP3C  Plan and conduct group activities

50 Nominal Hours  Prerequisite: Nil
A subject in the Graduate Certificate in Social Science (Male Family Violence)

Aims & Objectives
Participating in, establishing and leading a range of informal and formal groups in a variety of settings particularly when working in the family violence context.

Content
1. Address resourcing issues for group activities.
2. Coordinate a group planning process.
3. Manage group processes including responding to conflict.
4. Evaluate group activities.

D0046FS1  Pre and post natal principles and practice

50 Nominal Hours  Prahran  Prerequisite: Nil
A subject in the Graduate Certificate of Social Science (Pre and Post Natal Family Support).

Content
This module provides participants with the knowledge and theory relating to pre natal and postnatal care of a mother and baby. It also provides the participants with the knowledge and skills to provide effective support and information to the parents during pregnancy and after the birth of their baby.

D0046FS2  Family and parenting issues

30 Nominal Hours  Prahran  Prerequisite: Nil
A subject in the Graduate Certificate of Social Science (Pre and Post Natal Family Support).

Content
This module will provide participants with the essential knowledge and skills to support parents in their parenting role in the pre and postnatal period. It examines the diverse needs of families and the range of issues that may impact on them during this period. It also provides the knowledge and skills to assist parents to use positive guidance strategies to address specific behavioural responses in the family.

D0046FS3  Communication with parents and health professionals

30 Nominal Hours  Prahran  Prerequisite: Nil
A subject in the Graduate Certificate of Social Science (Pre and Post Natal Family Support).

Content
This module will provide participants with the essential knowledge and skills to develop and apply appropriate communication skills with parents, other extended family members and other health professionals. It also provides knowledge of the range of resources available to support families in the neonatal and prenatal period and examines the process of referrals to agencies and the establishment and use of networks.

D0046FS4  Short and long term care planning

40 Nominal Hours  Prahran  Prerequisite: Nil
A subject in the Graduate Certificate of Social Science (Pre and Post Natal Family Support).

Content
This module provides participants with the knowledge and skills to develop, implement and evaluate a short and long term plan responsive to the needs of families in the pre and post natal period.

HAM400  Media Work Experience/Placement

25 Credit Points  2 Semesters  2 Hours per Fortnight plus 60 hours industry placement  Hawthorn  Prerequisite: Nil  Teaching methods: Seminar series and consultation with supervisor on a fortnightly basis  Assessment: Workplace Report (3000 words) 60%, Class Participation 20%, Placement 20%
A core subject in the Graduate Diploma of Arts (Applied Media) and Master of Arts (Applied Media).

Note: Due to a change in program structure, this subject is only available to Graduate Certificate of Arts (Applied Media) students who enrolled prior to 2004.

Aims & Objectives
This subject is designed to allow students, not currently employed by a media organisation, to undertake an extended workplace experience. This subject also promotes the value of effective membership in and an understanding of the importance of networking within professional environments.

Content
Students who are currently employed by a media organisation will also be expected to write an extended report on their workplace or may elect to undertake placement at a different media organisation. As well as providing students with valuable contacts within the industry, this subject aims to encourage students to critically examine workplace practices in the media industry at a time of significant technological and cultural change.

Reading Materials
Directed as required.
World Wide Web resources.

HAM402  Radio Production and Criticism A

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: Nil  Teaching methods: Lectures and studio based classes  Assessment: Production exercises 90%, Participation 10%
An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media) and Master of Arts (Applied Media).

Aims & Objectives
This is a production subject that aims to equip students with the skills necessary for successful participation in radio production; sound recording, editing, panel operation, voice production and interviewing are all covered. While the acquisition of production skills is an essential part of the course, the broader context of how those skills can be applied, is always kept in mind.

Content
Students are introduced to the theoretical constructs and debates that have directed the development of government policy, radio content and programming. We also examine the historical factors that have helped to shape the radio industry in Australia. We consider the impact that radio has had on the lives of both communities and individuals during the past seventy years. We examine these aspects of radio that have set it apart from other media: its ephemeral quality, its reliance on orality and its intimate relationship to its audience. For example, Potts in ‘Radio in Australia’ argues that any human society establishes itself by imposing form on the world of natural noise. He points out that the aural space occupied by radio has continually shrunk throughout the twentieth century to the point where the complete privatisation of sound via the Walkman has rendered sound consistent with the individualisation of post-industrial society. Other theorists, such as Marshall McLuhan, saw radio as having the ability to ‘tribalise’ its listeners, making it a potential agent for great political change. We examine these and other theories as they relate to the radio medium itself.

Reading Materials
HAM410  Electronic Writing

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  - Prerequisite: Nil
- Teaching methods: Lectures and studio based tutorials  - Assessment: Hypertext Glossary Exercise 30%, Major Project 55%, Participation 15%

An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media), Master of Arts (Applied Media) and Master of Arts (Communications).

Aims & Objectives
Through the course of the semester, students should be able to:
- Identify the most prominent arguments relating to electronic writing;
- Critically discuss and assess emerging theories relating to electronic writing;
- Demonstrate an understanding of basic HTML;
- Demonstrate an understanding of what it means to develop a rhetoric of electronic writing and to demonstrate that understanding through application.

Students will access the Internet and will develop writing skills designed for the electronic environment, using authoring and graphics packages. Software used includes Dreamweaver, Cooledit, Paintshop Pro, Animation Shop and Fireworks.

Content
This subject critically examines current theory relating to electronic writing and, in particular, hypertext. Does the embodiment of electronic writing in the form of stand alone hypertext applications or in the form of the World Wide Web (through Hypertext Markup Language - HTML) change our relationship as readers to the written word? Does electronic writing, as M Harkness argues, represent a third stage in the mode of information in which “the self is decentralized, dispersed, and multiplied in continuous instability?”

Alongside these questions, students will be introduced to the basics of HTML and asked to consider the experience of writing in an online, electronic environment (namely, the WWW). What are the rules (if any) which govern this new writing space and to what extent has a rhetoric of electronic writing been developed?

Students will be encouraged to rethink the concept of writing and to ask themselves such elusive questions as, what is a medium?

Reading Materials

HAM411  Globalisation: Media and Telecommunications

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  - Prerequisite: Nil
- Teaching methods: Lectures and Tutorials  - Assessment: Seminar paper (1500 words) 40%, Final report (2500 words) 60%

An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media) and Master of Arts (Applied Media).

Aims & Objectives
This subject examines the extraordinary growth and changes in the field of communications, with special attention to the convergence of media and telecommunications and the trend towards globalisation. The complex forces for change are analysed, particularly the increasing international trend towards privatisation, mega amalgamation, liberalisation and deregulation. The notion of an electronic culture is discussed, with relationship to established political economy and media and cultural theory.

Content
Almost every developed society is seeking national comparative advantage in communications policy, often expressed in terms of a strategy for an emergent network society or a superhighway policy. Approaches taken by the USA, Canada, Europe, Asia and Australia will be analysed, with special reference to international networking, cultural imperialism, globalisation and equity issues.

Alternative international industry approaches, from the different perspectives of parties and government, carriers, suppliers and interest groups, will be examined in the context of comparative policy models. The political policy process and the forces for change will be analysed in terms of lessons and outcomes for Australia.

Reading Materials

HAM412  Media Project

25 Credit Points  2 Semesters  2 Hours per fortnight plus a minimum 60 hours work per year on project  - Hawthorn  - Prerequisite: Nil
- Teaching methods: Seminar series and consultation with supervisor on a fortnightly basis.
- Assessment: Project Analysis Assignment (2000 words) 20%, Project 60%, Production Journal Report 20%

A core subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media) and Master of Arts (Applied Media).

Aims & Objectives
The aim of this subject is to allow students to plan, design and execute the creation of a substantial media project. It aims to enhance the students’ capability in applying research and reflection in the process of producing innovative media products.

Content
Students undertaking a media project are supervised in both the design and implementation of a product of their choice (for example, a radio documentary or an electronic journal) targeted and delivered to a client. This subject is designed to extend the skills acquired by students in radio and electronic writing and to provide an opportunity for students to gain experience in the workplace and to work independently as freelance practitioners. Attention will be paid to the presentation and marketing of the project.

Reading Materials
Directed as required.
World Wide Web resources.

HAM413  Multimedia Authoring 1

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  - Prerequisite: Nil
- Teaching methods: Studio based tutorials  - Assessment: Production exercises (80%), Participation (20%)

An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media), Master of Arts (Applied Media) and Master of Arts (Communications).

Aims & Objectives
The aim of this subject is to provide students with competencies in a range of production skills to enable them to use these skills in the production of a stand-alone multimedia project. Software used includes Cooledit, Paintshop Pro, Animation Shop and the Macromedia suite.

Content
Students will be introduced to digital audio production and analogue and digital video recording and editing. They will also be instructed in the use of scanning and image manipulation and animation. As part of this subject, students will also be asked to consider a number of issues relating to multimedia production such as intellectual property and copyright, government policy in regards to multimedia and funding of multimedia production. Attention will also be paid to issues relating to the presentation and marketing of a multi-media product.

Reading Materials

HAM414  Multimedia Authoring 2

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  - Prerequisite: HAM413 - Assessment: Multimedia project (80%), Participation (20%).

An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media), Master of Arts (Applied Media) and Master of Arts (Communications).
Aims & Objectives
In this subject, students are expected to integrate the skills they have acquired into a multimedia project. Applied Media students may begin a project that can then be used as part of their work for HAM412 Media Project. Software used includes CoolEdit, Paintshop Pro, Animation Shop and the Macromedia suite.

Content
Students will be introduced to a multimedia authoring package, such as Macromedia Director or Asymmetric Toolbook, and asked to develop a piece which demonstrates their understanding of and competencies in the use of the technologies addressed in Multimedia Authoring I. They will also learn how to combine these discrete elements into a whole. Attention will also be paid to issues relating to the presentation and marketing of a multi-media product.

Reading Materials

HAM415 Media Arts in Australia
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil

• Teaching methods: Lectures and Tutorials • Assessment: Major essay (2500 words) or Project 60%, Media arts review (1000 words) 40%

An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media), Master of Arts (Applied Media) and Master of Arts (Communications).

Aims & Objectives
This subject presents a comprehensive overview of the development of media arts in Australia. Students will be introduced to a variety of media arts forms, from animation and interactive narrative, to immersive, virtual environments and Net art. Representing the work of established and emerging Australian media artists, the subject seeks to generate informed discussion about the very idea of a media arts culture – where it fits in relation to existing practices and modes of exhibition, aesthetic values of appreciation and reception, as well as its development out of a longer history of experimentation in the arts. In this context, the subject encourages critical examination of the impact of digital technologies on existing media arts practices, as well as discussion of the ways in which media artists explore the social and cultural implications of living in the digital age.

Central to this theme are the following objectives:

• Active engagement of students with a broad range of media arts works.
• Familiarity with critical writings on media arts and the prominent debates in the field.
• Understanding of the place of media arts in contemporary society.
• Attention to the issues involved in creating a media arts audience.

Content
The curriculum will address the following themes:

- Media arts have become the most public and accessible form of inquiry into the social and cultural implications of living in the digital age.
- Active engagement of students with a broad range of media arts works.
- Familiarity with critical writings on media arts and the prominent debates in the field.
- Understanding of the place of media arts in contemporary society.
- Attention to the issues involved in creating a media arts audience.

Reading Materials

HAM416 Radio Production and Criticism B
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HAM402

• Teaching methods: Seminars, Workshops and Studio-based Tutorials.
• Assessment: Seminar presentation 20%, Project and project journal/analysis 50%, Participation 30%

An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media), Master of Arts (Applied Media) and Master of Arts (Communications).

Aims & Objectives
The aim of this subject is to explore the developing area of designing and writing for the World Wide Web. Students are expected to develop competency in working collaboratively and creatively in project management and problem-solving through the creation of a group project.

Content
Drawing on their expertise in HTML and graphics/sound manipulation acquired in HAM410, students design and construct websites for industry clients. Students use such software as Microsoft Project, CoolEdit, Paintshop Pro, Animation Shop and the Macromedia suite.

The subject also asks students to investigate the following important questions:

- How do you repurpose material from other media in a way that takes advantage of the new medium?
- What are the characteristics and potentials of the medium which make writing for this environment unique to other media?
- How are technologies for Web delivery evolving and how do project managers keep abreast of these changes?

Reading Materials

HAM424 New Media Production
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HAM410

• Teaching methods: Seminars, Workshops and Studio-based Tutorials.
• Assessment: Seminar presentation 20%, Project and project journal/analysis 50%, Participation 30%

An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media), Master of Arts (Applied Media) and Master of Arts (Communications).

Aims & Objectives
The aim of this subject is to explore the developing area of designing and writing for the World Wide Web. Students are expected to develop competency in working collaboratively and creatively in project management and problem-solving through the creation of a group project.

Content
Drawing on their expertise in HTML and graphics/sound manipulation acquired in HAM410, students design and construct websites for industry clients. Students use such software as Microsoft Project, CoolEdit, Paintshop Pro, Animation Shop and the Macromedia suite.

The subject also asks students to investigate the following important questions:

- How do you repurpose material from other media in a way that takes advantage of the new medium?
- What are the characteristics and potentials of the medium which make writing for this environment unique to other media?
- How are technologies for Web delivery evolving and how do project managers keep abreast of these changes?

Reading Materials

HAM425 Key Cultural Issues in Media and Communication
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil

• Teaching methods: Lectures and Tutorials • Assessment: Class presentation (20 minutes) 20%, Participation, Research Paper (2000 words) 80%

An elective subject in the Graduate Certificate of Arts (Applied Media), Graduate Diploma of Arts (Applied Media) and Master of Arts (Applied Media).

Aims & Objectives
This subject aims to explore the cultural ramifications of the new information technologies which have become so integrated in contemporary post industrial societies. By placing emphasis on the social, political and cultural manifestations...
inherent in the application of new technologies, this unit aims to challenge widely accepted propositions put forward by both Technological Determinists and Utopians. Students will develop a deeper awareness of the ways in which new technologies in media and communication contribute to ongoing change in the workplace, in educational institutions, in the home and in our conception of leisure.

Content
- An introduction into the world of the Virtual. Virtual Relationships, parasocial relations, virtual reality and Reality TV.
- Assessing the ideas and arguments presented in Peter Weir's The Truman Show.
- New Media coverage of the Political process, or How New Media continues to transform the political process in Australia.
- Media Manipulations via cable and satellite. A Case Study of new media coverage of the September 11th Terrorist Attack on the US.
- Pornography on the Internet, Dennis Altman's notion of "Global Sex".
- New media and communications technologies and the future of Educational institutions, practices and pedagogy.

Reading Materials
Martin, H.P & Schumann, H., The Global Trap: Globalisation and the Assault on Futures modelling eg., scenario construction and foresight studies of possible social dimensions – trust and security, privacy and data control.
Changing infrastructure – growth of data services, future of voice, universal User methodological issues, e.g. technology assessment, user demand
The emergent on line economy, i.e. the Internet and eCommerce.

The subject focuses on the need to understand user perspectives systematically consideration of the end users in this burgeoning new communications environment. This subject deals with what is often relegated to a secondary place - the systematic consideration of the end users in this burgeoning new communications environment. The subject focuses on the need to understand user perspectives rather than technology perspectives, or on the complexities of the demand side of the equation rather than the supply side.

In communications services the value chain for users is changing radically. The old paradigms of telecommunications development - build the networks and they will come, or the paradigm of computing development - ‘there will always be enough users to fill the increasing bandwidth’ - are gone. Now the development of so many innovative communications service perspectives requires that organisations which invest in new communications services ought to undertake greater investigation of people's needs.

Content
- The changing value chain – demand before supply
- The emergent on line economy, i.e. the Internet and eCommerce.
- New services and applications, e.g. telehealth, eEducation, online shopping, home banking.
- User methodological issues, e.g. technology assessment, user demand studies, ratings and audience assessment.
- Changing infrastructure - growth of data services, future of voice, universal services.
- User social dimensions - trust and security, privacy and data control.
- Futures modelling eg., scenario construction and foresight studies of possible economic, social and technological futures.

Reading Materials
Tapscott, D., Digital Capital, Nicholas Brealey P

HAM441 Radio in Australia
12.5 Credit Points  •  1 Semester  •  3 Hours per Week  •  Hawthorn  •  Prerequisite: Nil  •  Teaching methods: Lecture and Tutorial  •  Assessment: Research Essay (100%)
A subject in the Graduate Diploma of Arts in Commercial Radio.

Aims & Objectives
This subject aims to provide a historical and current overview of Radio in Australia, including Commercial, Government and Public stations and the ownership and control regulations currently in place.

Content
The employment structure and roles of staff are examined in detail, as are technical operations and programming philosophies. Methods of audience surveying and analysis are studied and related to the radio station's programming and promotional activities.

This subject will also explore the nature and detail of current broadcast legislation and regulations and the legal issues faced by owners and broadcasters relating to defamation and contempt of court. Methods of staff selection and management, including awards and union interests, will be examined. The impact of new technologies, including satellite services, cable, narrowcast and in-store radio will be examined, along with applications and improvements in computer systems and Digital Audio technology.

Reading Materials
ABC All-Media Law Handbook, ABC Enterprises, 1990

Determination of Planning Priorities, Australian Broadcasting Authority, Canberra, 1993

HAM442 Communication Environments
12.5 Credit Points  •  1 Semester  •  3 Hours per Week  •  Hawthorn  •  Prerequisite: Nil  •  Teaching methods: Lecture and workshops  •  Assessment: Program Production Assignments (100%)
A subject in the Graduate Diploma of Arts in Commercial Radio.

Aims & Objectives
This subject aims to develop a practical understanding of the radio presentation process, gaining the skills to use broadcasting equipment and communicate effectively with an audience.

Content
Individual tutoring on studio equipment is followed by voice training and the development of an individual style for each student. Structured assignments are designed to lead to proficiency in operating techniques and communication. Writing assignments develop students' ability to plan effectively and deliver information effectively, and students will learn to plan the sequential flow of a radio program. This subject will then further develop an understanding of radio presentation techniques, using more advanced broadcasting equipment and programming techniques. Once again, structured assignments are designed to lead to proficiency in program preparation, operating techniques and self-evaluation. Skills in interviewing are developed through a structured plan, beginning with simple, short pre-recorded interviews and leading to live in-depth
talkback interviews. Students will use their skills to program and operate an in-house broadcasting service.

**Reading Materials**


**HAM443 Radio Journalism**

12.5 Credit Points * 1 Semester * 3 Hours per Week * Hawthorn * Prerequisite: Nil

- Teaching methods: Lecture and tutorial
- Assessment: News Bulletin presentations 50%, Current Affairs Interviews 30%, Media Skills Project 20%

A subject in the Graduate Diploma of Arts in Commercial Radio.

**Aims & Objectives**

This subject aims to examine in detail the roles and responsibilities of a radio news journalist. Students will develop an understanding of the sources of news and skills in researching information, interviewing and editing news programs. Students will also gain general media skills required for presenting in public, writing press releases, personal assertiveness training and applying for employment.

**Content**

Students will gain experience in writing concise news stories, with an understanding of the conventions of writing for the ear. News bulletins will be prepared and broadcast at defined times, as part of an in-house broadcasting service, incorporating live and pre-recorded interviews. This unit will then further explore and develop the role of a radio news journalist. It will direct students to extend their skills in researching, interviewing and editing news programs and to develop their contacts. Students will gain experience in writing and presenting current affairs reports, incorporating live and pre-recorded interviews.

**Reading Materials**


**HAM444 Radio Marketing and Promotions**

12.5 Credit Points * 1 Semester * 3 Hours per Week * Hawthorn * Prerequisite: Nil

- Teaching methods: Lecture and Tutorial
- Assessment: Research Report 40%, Radio Promotion 40%, Class Presentation 20%

A subject in the Graduate Diploma of Arts in Commercial Radio.

**Aims & Objectives**

This subject explores basic marketing concepts from a radio perspective, understanding the key concepts of the business-customer relationship and the role of marketing. The development of teamwork skills and creative problem solving are a critical part of this subject.

**Content**

Major topics will include the marketing of a radio station to its clients and audience, the different approaches for selling radio air time and an analysis of the aims of station promotions. Themes to be explored will include positioning a radio station in a competitive media market, strategic planning, and the 22 immutable laws of marketing and their application to radio. There will be detailed study of audience research information gathering and analysis and diagnostic business analysis and advertising techniques.

**Reading Materials**


**HAM445 Radio Advertising Copywriting**

12.5 Credit Points * 1 Semester * 3 Hours per Week * Hawthorn * Prerequisite: Nil

- Teaching methods: Lecture and Tutorial

A subject in the Graduate Diploma of Arts in Commercial Radio.

**Aims & Objectives**

This subject is designed for students to explore, understand and master the processes involved in writing radio commercials. Structured assignments will lead the student through the process of interacting with an advertising client and gaining the skills to understand and interpret the needs of that client. Students will also gain skills in working as part of the sales team, and the ability to liaise with technical production staff.

**Content**

Students will interview local businesses to obtain information to write advertising, and will write scripts for a variety of clients. Students will develop the ability to condense information into a script of pre-determined time length, which effectively communicates the message to its intended target. They will also learn to layout the script ready for client approval and recording. Integral to this process is the development of a clear understanding of the nature of the listening audience and their interaction with the radio medium.

**Reading Materials**

Wilkins, R., Keywords, Fontana, 1989.

**HAM446 Radio Production**

12.5 Credit Points * 1 Semester * 3 Hours per Week * Hawthorn * Prerequisite: Nil

- Teaching methods: Lecture and workshop
- Assessment: Image Production 40%, Competition Production 30%, Commercial Production 30%

A subject in the Graduate Diploma of Arts in Commercial Radio.

**Aims & Objectives**

This subject will develop the skills to identify the structures of sound and the nature of human auditory responses. Students will gain technical operating skills and develop the creative ideas necessary to inform and entertain an audience using an aural medium.

**Content**

Students will learn basic recording and editing skills working at computer audio workstations. Using broadcast and production consoles, they will progress to advanced digital multi-track recording and mixing. Students will gain experience recording voice talent and selecting appropriate music and sound effects for their productions. Students will record advertising commercials, promotional scripts and programs to a professional standard ready for broadcasting.

**Reading Materials**

Talbot-Smith, M., Broadcast Sound Technology, Focal Press, 1990.

**HAM447 Radio Broadcasting Practice**

12.5 Credit Points * 1 Semester * 3 Hours per Week * Hawthorn * Prerequisite: Nil

- Teaching methods: Lecture, Tutorial and Studio Time
- Assessment: Part 1: Program Production 30%, Part 2: Program Production 70%

A subject in the Graduate Diploma of Arts in Commercial Radio.

**Aims & Objectives**

This subject is designed to allow students to undertake broadcasting in commercial radio formats to establish and consolidate practical radio broadcasting skills. Students will learn how to apply programming research and
principles to a radio broadcast and will develop the ability to work as part of a broadcast team.

Content
Students will prepare on-air programs and present them using Swinburne's professional facilities. They will develop technical operating skills using analogue and digital audio equipment, and will develop voice skills appropriate to commercial broadcasting. As well as providing students with valuable experience, this subject aims to encourage students to critically evaluate broadcasting practices in the radio industry, implementing the skills under development in other subjects of this program.

Reading Materials

HAM448 Radio Industry Placement
12.5 Credit Points • 1 Semester • 2 Hours per Week plus placement • Hawthorn • Prerequisite: Nil • Teaching methods: Placement in radio station • Assessment: Attendance and Participation 50%, SWOT Analysis Report 50%
A subject in the Graduate Diploma of Arts in Commercial Radio.

Aims & Objectives
This subject allows students to undertake an extended work placement in the commercial radio industry to consolidate practical radio broadcasting skills. Under the guidance of station management, students will gain a clearer perspective of the required skills and attitude necessary to gain employment in the industry.

Content
Students will be placed in a regional commercial radio station for two weeks to observe and participate where possible in the day-to-day operations. As well as providing students with valuable contacts within the industry, this subject aims to encourage students to critically examine workplace practices in the radio industry at a time of significant technological and cultural change.

Reading Materials

HAM500 Globalisation: Media and Telecommunications
25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Lecture and Tutorial • Assessment: Minor Essay (2000 words) 30%, Research Proposal and Class Presentation 20%, Major Essay (3000 words) 50%
A core subject in the Master of Arts (Communications).

Aims & Objectives
This subject examines the extraordinary growth and changes in the field of communications, with special attention to the convergence of media and telecommunications and the trend towards globalisation. The complex forces for change are analysed, particularly the increasing international trend towards privatisation, mega amalgamation, liberalisation and deregulation. The notion of an electronic culture is discussed, with relationship to established political economy and media and cultural theory.

Content
Almost every developed society is seeking national comparative advantage in communications policy, often expressed in terms of a strategy for an emergent network society or a superhighway policy. Approaches taken by the USA, Canada, Europe, Asia and Australia will be examined, with special reference to international networking, cultural imperialism, globalisation and equity issues. Alternative international industry approaches, from the different perspectives of parties and government, carriers, suppliers and interest groups, will be examined in the context of comparative policy models. The political policy process and the forces for change will be analysed in terms of lessons and outcomes for Australia.

Reading Materials


HAM505 Workplace Practice
25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Industry placement – Supervision by employer and an academic staff member. • Assessment: Presentation of Workplace Proposal (2000 words) 40%, Final Report (3000 words) 60%
An elective subject in the Master of Arts (Communications).

Aims & Objectives
This subject aims to give students in the final stages of the Master the opportunity to undertake a detailed analysis of the institutional and professional processes of a media organisation. Students can nominate which organisation they wish to be placed in, and they will be required to consult with both industry and educational management when working out the details of the study.

Content
It would be expected that students will produce a detailed case study which addresses issues such as the media model under which the organisation operates, management structures, staffing and human resources, training, technology, target audiences and programming. Students may also negotiate with the media organisation to undertake a consultancy; for example, to research the feasibility of a particular project such as the conversion of radio equipment from analogue to digital, the implementation of a program to increase Aboriginal and Torres Strait Islander employment, or to examine the impact of new broadcast regulations on the organisation.

Reading Materials
Subject to placement and to be advised on an individual basis.

HAM506 Thesis (Part-time)
HAM507 Thesis (Full-time)
50 Credit Points • 2 Semesters part-time or 1 Semester full-time • Hawthorn • Prerequisite: Successful completion of core and elective subjects • Teaching methods: Supervision. • Assessment: Minor Thesis (20,000 words)
A subject in the Master of Arts (Communications) and Master of Arts (Applied Media).

Aims & Objectives
To provide an opportunity for students to develop analytical, research and academic writing skills while exploring a topic in depth. The thesis should show:
- A sound structure
- A good review of existing literature in the research area
- A sound description and justification of research method used in any empirical component of the research
- A good description and presentation of research findings
- A well argued presentation, including well-argued conclusions and implications of the research.

Content
Students are required to write a minor thesis, of approximately 20,000 words. The conceptual and methodological underpinning for the thesis will emerge from materials and concepts studied in the core subjects and elective subjects. International students will have the opportunity to pursue topics related to their country of origin or explore comparative research subjects. Students will work on a minor thesis under staff supervision. The thesis will require a literature survey and a theoretical or experimental investigation. A preliminary proposal of the thesis to be undertaken must be submitted for approval by the staff supervisor and it is expected that the topic will be related to the current research and teaching interests of staff. There will be a requirement for formal monthly reporting by the candidates, both oral and written throughout the project. Failure to meet satisfactory standards of progress may preclude final
HAM514 Multimedia Authoring 1

25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
Teaching methods: Studio based tutorials • Assessment: Production exercises 80%, Participation 20%
A subject in the Master of Arts (Communications). Due to a change in program structure, this subject is only available to students who enrolled prior to 2004.

Aims & Objectives
The aim of this subject is to provide students with competencies in a range of production skills to enable them to use these skills in the production of a stand-alone multimedia project. Software used includes Cooledit, Paintshop Pro, Animation Shop and the Macromedia suite.

Content
Students will be introduced to multimedia authoring packages, such as Macromedia Director or Asymetrix Toolbook, and asked to develop a multimedia project. Software used includes Cooledit, Paintshop Pro, Animation Shop and the Macromedia suite.

Reading Materials

HAM515 Multimedia Authoring 2

25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HAM514 • Teaching methods: Studio based tutorials • Assessment: Multimedia project 80%, Participation 20%
A subject in the Master of Arts (Communications). Due to a change in program structure, this subject is only available to students who enrolled prior to 2004.

Aims & Objectives
In this subject, students are expected to integrate the skills they have acquired into a multimedia project. Software used includes Cooledit, Paintshop Pro, Animation Shop and the Macromedia suite.

Content
Students will be introduced to a multimedia authoring package, such as Macromedia Director or Asymetrix Toolbook, and asked to develop a piece which demonstrates their understanding of and competencies in the use of the technologies addressed in Multimedia Authoring 1. They will also learn how to combine these discrete elements into a whole. Attention will also be paid to issues relating to the presentation and marketing of a multi-media product.

Reading Materials

HAM516 Electronic Writing

25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
Teaching methods: Lectures and studio based tutorials • Assessment: Hypertext Glossary Exercise 30%, Major Project 55%, Participation 15%
A subject in the Master of Arts (Communications). Due to a change in program structure, this subject is only available to students who enrolled prior to 2004.

Aims & Objectives
Through the course of the semester, students should be able to:

• Demonstrate an understanding of what it means to develop a rhetoric of electronic writing and to demonstrate that understanding through application.

Students will access the Internet and will develop writing skills designed for the electronic environment, using authoring and graphics packages. Software used includes Dreamweaver, Cooledit, Paintshop Pro, Animation Shop and Fireworks.

Content
This subject critically examines current theory relating to electronic writing and, in particular, hypertext. Does the embodiment of electronic writing in the form of stand-alone hypertext applications or in the form of the World Wide Web through Hypertext Markup Language - HTML - change our relationship as readers to the written word? Does electronic writing, as Mark Poster argues, represent a third stage in the mode of information in which “the self is decentered, dispersed, and multiplied in continuous instability?”

Alongside these questions, students will be introduced to the basics of HTML and asked to consider the experience of writing in an online, electronic environment (namely, the WWW). What are the rules (if any) which govern this new writing space and to what extent has a rhetoric of electronic writing been developed? Students will be encouraged to rethink the concept of writing and to ask themselves such elusive questions as, what is a medium?

Reading Materials

HAM517 Cultural Convergence

25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
Teaching methods: Lecture and Tutorial • Assessment: Seminar Presentation (15 minutes) 20%, Short Essay (2000 words) 30%, Major Essay (3000 words) 50%
A core subject in the Master of Arts (Communications).

Aims & Objectives
The subject is designed to achieve the following objectives:

• Assess the historical significance of cultural technologies of mediation (such as speech and writing).

• Evaluate the impact of new cultural formations such as cyberspace on traditional notions of community, presence, writing and speech.

• Critically review the development of electronic media founded on principles of interactivity and remote sensing.

• Develop an understanding of key terms and concepts in electronic communications, such as multi-media, telepresence, cyberspace, virtuality, and hypertext.

Content
This subject is a critical exploration of communications in the transition from print to electronic culture. Focusing on the word as the basic unit of communication, it traces the gradual technologising of the word as it moved beyond the immediacy of speech and social community, to the mediation of writing and its initiation of remote telecommunications.

Central to the formation of an electronic culture is the issue of convergence, in which new modes of communication, such as hypermedia, combine formerly discrete forms to create powerful communications environments. Such environments require new literacies, which in turn transform the way in which we construct the world into meaning. Cultural Convergence also seeks to evaluate the impact of new social formations (such as cyberspace) that are being constructed on the basis of these literacies, assessing the degree to which virtual communities are changing the nature of social interaction, and modifying traditional notions of identity, space, location and meaning.

Reading Materials
**HAM524 New Media Production**

25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HAM516
- Teaching methods: Seminars, Workshops and studio based tutorials.
- Assessment: Seminar Presentation 20%, Project and Project Journal/Analysis 50%, Participation 30%

A subject in the Master of Arts (Communications). Due to a change in program structure, this subject is only available to students who enrolled prior to 2004.

**Aims & Objectives**
The aim of this subject is to explore the developing area of designing and writing for the World Wide Web. Students are expected to develop competency in working collaboratively and creatively in project management and problem solving through the creation of a group project.

**Content**
Drawing on their expertise in HTM L and graphics/sound manipulation acquired in HAM516, students design and construct websites for industry clients. Students use such software as Microsoft Project, CoolEdit, Paintshop Pro, Animation Shop and the Macromedia suite.

The subject also asks students to investigate the following important questions: How do you repurpose material from other media in a way that takes advantage of the new medium? What are the characteristics and potentials of the medium which make writing for this environment unique to other media? How? Are technologies for web delivery evolving and how to project and content managers keep abreast of these changes?

**Reading Materials**

**HAM525 Key Cultural Issues in Media and Communication**

25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
- Teaching methods: Lectures and tutorials • Assessment: Participation and Class Presentation (30 minutes) 20%, Research Paper (5000 words) 80%

An elective subject in the Master of Arts (Communications)

**Aims & Objectives**
This subject aims to explore the cultural ramifications of the new information technologies which have become so integrated in contemporary post industrial societies. By placing emphasis on the social, political and cultural manifestations inherent in the application of new technologies, this unit aims to challenge widely accepted propositions put forward by both Technological Determinists and Utopians. Students will develop a deeper awareness of the ways in which new technologies in media and communication contributes to ongoing change in the workplace, educational institutions, in the home and in our conception of leisure.

**Content**
- An introduction into the world of the virtual. Virtual relationships, para-social relations, virtual reality and reality TV.
- Assessing the ideas and arguments presented in Peter Weir’s “The Truman Show”.
- The future of work: surveillance and privacy in the work place.
- New media coverage of the political process - or how new media continues to transform the political process in Australia.
- Media manipulations via cable and satellite. A case study of new media coverage of the September 11th terrorist attack on the US.
- Pornography on the internet. Dennis Altman’s notion of “Global Sex”.
- New media representations of medicine and science. Critique on the role of the internet.
- New media and communications technologies and the future of educational institutions, practices and pedagogy.

**Reading Materials**

**HAM526 Communication Environments**

25 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
- Teaching methods: Lectures and tutorials • Assessment: Class presentation (15 minutes) 20%, Major Essay (5000 words) 80%

An elective subject in the Master of Arts (Communications)

**Aims & Objectives**
This subject deals with what is often relegated to a secondary place - the systematic consideration of the end users in this burgeoning new communications environment. The subject focuses on the need to understand user perspectives rather than technology perspectives, or on the complexities of the demand side of the equation rather than the supply side.

In communications services the value chain for users is changing radically. The old paradigms of telecommunications development - ‘build the networks and they will come,’ or the paradigm of computing development - ‘there will always be enough users to fill the increasing bandwidth’ – are gone. Now the development of so many innovative communications service perspectives requires that organisations which invest in new communications services ought to undertake greater investigation of people’s needs.

**Content**
The changing value chain – demand before supply
- The emergent on line economy, i.e. the internet and eCommerce.
- New services and applications, e.g. telehealth, eEducation, online shopping, home banking.
- User methodological issues, e.g. technology assessment, user demand studies, ratings and audience assessment.
- Changing infrastructure – growth of data services, future of voice, universal services.
- User social dimensions – trust and security, privacy and data control.
- Futures modelling eg., scenario construction and foresight studies of possible economic, social and technological futures.

**Reading Materials**

**HAP528 Globalisation: Transformations in World Politics, Economy and Culture.**

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
- Teaching methods: Lecture, Tutorials • Assessment: Class presentation, Tests, 3,500 word research report

An elective subject in the Master of Business (International Business) and Graduate Diploma of Business (International Business)

**Aims & Objectives**
After completing this subject students should have developed an understanding of:
- The nature of contemporary global capitalism;
• Its impact on the nation-state and on peoples;
• The arguments advanced for and against globalization.

Students should also have developed their skills in research and communication.

Content
• The Debate on Globalisation
• Technological Change and the Expansion of the World Market
• The Rise of M ultinational Corporations
• The Global Dominance of Finance-Capital
• Labour in the Age of Global Capitalism
• The Nation-State in the Age of Global Capitalism
• Economic Miracles, Economic Crises: The Clash of Capitalisms in the Global Arena
• The New Rome: US Global Hegemony in the Post-Cold War Era
• M cDonalds vs M cJihad: The Conflict of Civilisations and the New Politics of Violence
• Progressive Globalism

Reading Materials

HAS485 Australasian Housing Systems

12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil • Teaching methods: Tutorials, Weekly Modules • Assessment: Assignments

A subject in the Graduate Certificate of Social Science (Housing Management and Policy).

Aims & Objectives
This subject introduces students to the major defining characteristics of the housing systems in Australia and New Zealand within a framework of production, consumption, management and exchange. It also provides case studies for intensive examination of three of the most significant issues.

Content
• Housing Systems: Key Concepts and Principles.
• The Social Context of Housing.
• Housing Consumers and Consumption.
• Housing Type and Tenure.
• Financing Private Housing.
• The Private Rental Sector and Residential Tenancy Law.
• The Land Development and House Building Industries.
• Organisational Structures.
• Housing and Local Government.
• Regulation, Redevelopment and Reform.

Recommended Reading
Selected extracts are provided with the modules.

HAS486 Housing Policy and Research

12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil • Teaching methods: Tutorials, Weekly Modules • Assessment: Assignments

A subject in the Graduate Certificate of Social Science (Housing Management and Policy).

Aims & Objectives
This subject introduces an overview of the public policy process and gives detailed consideration to the various stages or cycles of this process from agenda setting through to monitoring, evaluation and review, using housing policy as an example. It also explores the link between policy and research and provides skills in basic data analysis and presentation.

Content
• The Public Policy Process.
• Capital for Social Housing.
• Developing Social Housing.
• Home Purchase in Social Housing.
• Financial Analysis.
• Discounted Cash Flow and Cost Benefit Analysis.

**Recommended Reading**
Selected extracts are provided with the modules.

**HAS489 Managing Diversity**
12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil • Teaching methods: Tutorials, Weekly Modules • Assessment: Assignments
A subject in the Graduate Certificate of Social Science (Housing Management and Policy).

**Aims & Objectives**
This subject will provide an understanding of clients’ housing and support needs, critically evaluates the problems of linking housing with support, and improves housing workers’ client contact skills.

**Content**
• Client Diversity.
• Program Diversity.
• Disability and Supported Housing.
• Homelessness.
• Women and Housing.
• Housing and Indigenous People: The Context.
• Housing and Indigenous People: Management and Administration.
• Housing and the Aged.
• Diversity and Design.
• Diversity and Community.
• Whole of Government.
• Overview and Case Studies.

**Recommended Reading**
Selected extracts are provided with the modules.

**HAS491 Comparative Social Policy**
12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil • Teaching methods: Tutorials, Weekly Modules • Assessment: Assignments
A subject in the Master of Social Science (Housing Management and Policy).

**Aims & Objectives**
This subject provides advanced knowledge policies and practice in human services and aims to provide greater understanding of Australian practices by comparative analysis.

**Content**
• What Is Social Policy?
• Comparative Analysis.
• Social Policy and the Role of the State.
• The Politics of Social Policy.
• Key Concepts in Social Policy.
• Income Security Policy: Outcomes and Challenges.
• Health Policy: Consumption Issues and Health Outcomes.
• Education Policy.
• Housing Policy.
• Family Policy.

**Recommended Reading**
Selected extracts are provided with the modules.

**HAS492 Urban Social Theory**
12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil • Teaching methods: Tutorials, Weekly Modules • Assessment: Assignments
A subject in the Master of Social Science (Housing Management and Policy).

**Aims & Objectives**
This subject aims to provide an overview of major social theories used in urban analysis.

**Content**
• Urban Social Theory.
• Urban Social Theory in Review.
• The Ecologists.
• Behavioural Ecology.
• Neoclassical Economics.
• Weberian Urban Theory.
• Consumption Theory.
• The Political Economy Tradition.
• Urban Political Economy 2.
• Space and Identity.
• Postmodern Urban Analysis and Theoretical Debates.
• Community.

**Recommended Reading**
Selected extracts are provided with the modules.

**HAS493 Asset Management**
12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: HAS485, HAS487, HAS494 • Teaching methods: Tutorials, Weekly Modules • Assessment: Assignments
A subject in the Graduate Certificate of Social Science (Housing Management and Policy).

**Aims & Objectives**
To provide a contemporary understanding of the asset management challenges confronting the social housing sector. It examines the context of social housing asset management encapsulating physical, social and economic considerations. Key asset management concepts, including the regulatory frameworks affecting social housing assets, design, finance, management and disposal are explored. The particular dilemma of managing social housing estates is considered, and current thinking about and future directions for the management of social housing assets are reviewed.

**Content**
• Introduction to Asset Management.
• Roles and Issues in Asset Management.
• The Planning and Development Process.
• Designing Social Housing.
• The Asset Management Framework.
• Asset Disposal and Redevelopment.
• Issues with Estates.
• Renewing Estates and Communities.
• Funding Your Assets.
• Project and Contract Management.
• Prospects and Possibilities.
• Case Studies and Conclusion.

**Recommended Reading**
Selected extracts are provided with the modules.

**HAS494 Housing Organisation and Management**
12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil • Teaching methods: Tutorials, Weekly Modules • Assessment: Assignments
A subject in the Graduate Certificate, Graduate Diploma, and Master of Social Science (Housing Management and Policy).

**Aims & Objectives**
This subject introduces students to the influences which have focused attention on management and performance of housing organisations. Organisation theory and behaviour, public and not-for-profit management literature have been used to explore the challenges of managing housing organisations and the individuals comprising them. Key management tools and techniques are explored, including strategic and operational planning, resource management, service quality and relationship management. Performance management issues are also explored.

**Content**
- Introduction and Overview.
- Working in Organisations.
- Context and Influences: Organisations in the Twenty-First Century.
- The Adaptive Organisation.
- Adaptive Individuals.
- Planning the Strategy.
- Getting from Strategy to Action.
- Managing Resources.
- Managing Service Delivery.
- Managing Performance in Organisations.
- Managing Individual and Team Performance.
- Conclusion and Reflections.

**Recommended Reading**
Selected extracts are provided with the modules.

**HAS495** Transforming Leadership for Housing Enterprise

12.5 Credit Points  1 Semester  3 Hours per Week  Distance Education

**Prerequisite:** HAS487, HAS485, HAS494, HAS486  **Teaching methods:** Tutorials, weekly modules  **Assessment:** Assignments

A subject in the Graduate Diploma of Social Science (Housing Management and Policy)

**Aims & Objectives**
The subject introduces students to the context for leadership in housing services and the future challenges confronting housing agencies. Key management tools and techniques, including strategic and operational planning.

**Content**
- Introduction and Overview.
- Housing, Economic and Community Wellbeing.
- The Contemporary Housing Policy Context.
- Housing Futures: Policy Implications.
- Challenges in the Policy and Funding Environment.
- The Changing Role of Housing Organisations.
- Adapting for Success.
- Capability in Housing Agencies.
- Building Specific Capabilities.
- Leadership for Learning.
- Enabling Change within the Broader Housing System.
- Experience of Change.
- Conclusion.

**Recommended Reading**
Selected extracts are provided with the modules.

**HAT400** Professional Communication Skills

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn

**Prerequisite:** Nil  **Teaching methods:** Combined lectures/seminars, self study and revision exercises, group discussions and exercises, set reading and external guest lecturers.  **Assessment:** Assignments, Essays, Class Participation, Oral Presentations.

A subject in the Graduate Certificate of Business in Professional Practice

**Aims & Objectives**
The primary objective of this unit is to give students a strong foundation in the theory of communication, both written and verbal, as it relates to the work environment. The course aims to provide students with:
- An understanding of the principles of writing, including plain English
- Skills to analyse and write for a specific audience
- An understanding of principles of usability
- An ability to write in different registers
- An understanding of the difference between written and spoken English.

**Content**
- Applying basic document considerations (purpose, audience, delivery)
- Understanding the grammatical theory of plain English
- Learning content organisation skills (organising, chunking and structuring information in documents)
- Applying principles of usability (including personas, scenarios and prototyping)
- Analysing audiences
- Interviewing skills, dealing with subject matter experts and conducting meetings
- Making effective oral presentations.

**Recommended Reading**

- Resource evaluation
- Academic writing skills
- Writing for a corporate audience
- Writing for the digital age
- Intercultural communications
- Effective presentation techniques
- Analysing the media
- Dealing with the media.

**Reading Materials**


**HATC410 Effective Communication**

- 12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Nil
- Teaching methods: Combined lectures/seminars, self study and revision exercises, group discussions and exercises, set reading and external guest lectures - Assessment: Assignments, Essays, Examination, Class Participation, Project Work, Examination

A subject in the Graduate Certificate and the Graduate Diploma of Social Science (Technical Communication).

**Aims & Objectives**
The primary objective of this unit is to give students a strong foundation in the theory of communication, both written and verbal, as it relates to technical documents and the work environment. The course aims to provide students with:
- An understanding of principles of writing, including plain English.
- Grammar and punctuation skills.
- Document content organisation skills.
- Skills to analyse and write for a specific audience.
- An understanding of different learning styles.
- An understanding of principles of usability.
- An ability to write in different registers.

**Content**
- Applying basic technical document considerations (purpose, audience, delivery).
- Organising, chunking and structuring information in documents.
- Applying principles of usability (including personas, scenarios and prototyping).
- Writing briefly and accurately, using plain English and understanding different writing tones and registers.
- Writing specialised and instructional information.
- Using correct grammar and punctuation.
- Analysing audiences.
- Interviewing skills, dealing with subject matter experts and conducting meetings.
- Understanding learning styles.

**Reading Materials**


**Style Manual for Authors, Editors and Printers, 6th edn, John Wiley & Sons Australia Ltd, 2002.**

**References**


*Hacks, J., Managing Your Documentation Projects, Wiley Technical Communication Library*

*Horton, W., Designing and Writing Online Documentation, Wiley Technical Communication Library*


**HATC411 Developing Technical Documents**

- 12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Nil
- Teaching methods: Lectures, Seminars, Self study exercises, Group discussions, External guest lectures - Assessment: Assignments, Examination

A subject in the Graduate Certificate and the Graduate Diploma of Social Science (Technical Communication).

**Aims & Objectives**

This subject helps students learn to apply the theoretical principles covered in HATC410 Effective Communication. It draws on these principles and adds further theory specific to documentation creation and production. Using practical demonstrations and assignments, this subject will develop students’ competence in creating paper and online documents. By the end of the subject they will have material that can be used for their professional folio.

**Content**
- Analysis of audience needs and documents, information gathering principles and negotiating with subject matter experts.
- Document content principles.
- Theory of various types of technical documents (including: manuals; quick reference cards; proposals; computer-based training modules; online help; white papers; functional requirements documents; business requirements documents; internet and intranet documents).
- Summary and application of communication methods and styles applicable to each documentation type.
- How to choose the appropriate document to meet business requirements.
- Usability theory.
- Single sourcing: theory of suitability to task and production methodologies.
- Introduction to developing a publication plan, content plan, and project wrap up document.
- Planning and estimating publication projects.
- Theoretical overview and practical application of writing styles for different mediums.
- Document design considerations.
- Uses of graphics, white space and headings.
- Theory of information architecture principles.
- General principles of document lifecycle, version control, review processes.
- Developing and writing technical documents: structure and content.
- Theory of content management and how it differs from knowledge management.
- Technical editing, including negotiating with authors: reinforcing the effect of technical editing on technical documents and practical applications.
- Publishing process: printers’ requirements and dealing with printers; publishing online help; practical preparation of document to publish via paper.

**Reading Materials**

*Style Manual for Authors, Editors and Printers, 6th edn, John Wiley & Sons, Australia Ltd, 2002.*


**HATC412 Software for Technical Communicators**

- 12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Nil
- Teaching methods: Introductory lectures, Lab practice, Self study exercises, Group discussions - Assessment: Assignments

A subject in the Graduate Certificate and the Graduate Diploma of Social Science (Technical Communication).

**Aims & Objectives**

This subject introduces students to a range of ways of presenting information in electronic media, such as word processing, flowcharting, graphics and online help. It also introduces students to a variety of software tools used by technical communicators and provides them with the opportunity to develop competence in a number of key applications.
HATC413 Developing Online Help for Applications

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil

Teaching methods: Lectures, Seminars, Self-study Exercises, Group Discussions, External Guest Lecturers - Assessment: Assignments, Examinations

A subject in the Graduate Certificate and the Graduate Diploma of Social Science (Technical Communication).

Aims & Objectives

This subject teaches students the possibilities, constraints and conventions of the Online Help medium. Online Help is a vital part of software development: it helps to instruct users on how to perform tasks and encourages them to utilise more of the software potential. Effective Online Help encourages user confidence and frequently saves money on calls to technical support staff. Students will learn how to plan, write and index relevant and usable Online Help. This subject will give students exposure to the theory and practice of developing Online Help.

Content

- Theory and background of Online Help, including the difference between Online Help and other forms of communication.
- Different types of Help such as: embedded, context-sensitive, field-level.
- Help delivering mechanisms.
- Theory and practice of how the different types of Help can be integrated and implemented.
- Negotiating with programmers.
- Creating effective Help navigation (including text links, indexes).
- Planning and writing a Help for a software product.
- Single-source documentation.
- Principles for Online Help across different platforms (including Mac, PC, UNIX).
- Practical applications of JavaScript in Help.
- Issues involved in Help localisation.
- Using macros in Help.

Reading Materials
- Kuniavsky, M., Observing the User Experience, Morgan Kaufmann, USA, 2003.
- Krug, S., Don't Make Me Think, Que, USA, 2000.

HATC421 Usability and User-centred Design

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil

Teaching methods: Lectures, Seminars, Self-study exercises, Group discussions, External guest lecturers - Assessment: Assignments, Examination

A subject in the Graduate Diploma of Social Science (Technical Communication)

Aims & Objectives

The growth in technology, particularly information technology, has not always been accompanied with corresponding increases in productivity; nor has it always resulted in products that provide satisfactory interactions for their users. This subject provides an introduction to the theoretical principles underlying the concept of usability. It explores some of the factors which may explain this paradox and helps students develop the understanding and skills to help resolve it.

This subject will explore Human Computer Interactions (HCI) and Graphical User Interface (GUI) design and good design practices in general. It will give students the skills to develop scenarios, to run participatory design sessions, and to think critically about design. Students will learn how to analyse and test the usability of software, paper documents and online texts to improve design and increase efficiency.

Content

- Usability practices.
- User profiling (goals of organisations and of users).
- User interface design.
- User-centred interface and navigational design, including: navigation; functionality; user control; clear terminology; gathering feedback; consistency; error prevention; visual clarity.
- Design considerations: disabilities.

Reading Materials
- Kuniavsky, M., Observing the User Experience, Morgan Kaufmann, USA, 2003.

HATC422 Managing a Documentation Project

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil

Teaching methods: Lectures, Seminars, Self-study exercises, Group discussions, External guest lecturers - Assessment: Case study, Project

A subject in the Graduate Diploma of Social Science (Technical Communication)

Aims & Objectives

This subject provides students with an understanding of how to manage a documentation project, and how the documentation process fits into a development lifecycle.

Content

- Introduction and outline.
- Defining the scope of the document.
- The documentation development life-cycle.
Reading Materials

HAW410 Family Therapy Theory 1
12.5 Credit Points  1 Semester  3 Hours per Week  External Venue  Prerequisite: HAW411, HAW412 and HAW413  Teaching methods: Seminars  Assessment: The project and corresponding deliverables are designed by the student in consultation with the lecturer/s. In addition to this the students are assessed on class participation, reviews and oral presentations.
A subject in the Graduate Diploma of Social Science in Technical Communication.

Aims & Objectives
This subject gives students experience with planning and carrying out a documentation project. It provides practical experience with the concept of a documentation process and with developing presentation skills. The subject draws together the major skills taught in the preceding six subjects and is usually taught alongside HATC422 Managing a Documentation Project.
The specific aims of the subject are to provide practical skills in:
- Application of skills learned in previous subjects.
- Management and coordination of a documentation project.
- Spoken and written presentation of ideas to a specific audience.
- Learning from feedback from peers.
- Following a project to completion.

Content
Students should choose a project that they wish to document. This may be related to their paid work, or to a charity, community group, sporting group or any other organisation.
Students will learn how to apply all the skills they have learned as well as manage a project through to completion. This will include a content plan, formulation of an argument justifying the project and agreed deliverables and presentations to the class.

Reading Materials

HAW411 Family Therapy Application 1
12.5 Credit Points  1 Semester  2 Hours per Week  External Venue  Prerequisite: Nil  Teaching methods: Tutorial teams under the direction of the lecturers  Assessment: Journal Report/Verbal Presentation
A subject in the Graduate Diploma of Social Science (Family Therapy).

Aims & Objectives
The aim of this subject is to provide an opportunity for individuals to investigate systemic group processes in the tutorial group. These processes may include the setting up of contracts around how the group will function over the course of the year. This subject also aims to engage the student in the practical application of family therapy on a variety of levels.

Content
This introductory program familiarises the students with the ideas and process of systemic thinking and practice.
As self-awareness is an important aspect of becoming an effective therapist, students present their family of origin as a way of understanding the power of their own family on personal growth and clinical development. Students also experience and reflect on the dynamics of the group as a way of further deepening their knowledge of systems functioning. In addition, students bring cases from their place of work and have the opportunity to discuss both the case itself and the theoretical issues arising from clinical practice. Students may bring clients to their group for live supervision. Ethical and legal issues of family therapy will be introduced.
Students are expected to keep a journal of personal learnings. These learnings occur at many levels: skills learnings; personal awareness; clinical insights; insights from professional literature; and are regularly updated after each group meeting according to guidelines provided by the lecturers. As the two year course progresses, students are expected to continue to reflect on their own developing clinical style and to be able to articulate this style both to themselves and their colleagues. At the end of this unit students present a verbal report of their developing clinical style to a small group and to the total student body.

Reading Materials
Lang, M. & Lang, T., Resilience: Stories of a Family Therapist, M andarín, Port Melbourne, Victoria, 1996.
Simons, R., One to One: Conversations with the Shapers of Family Therapy, Guildford, New York, 1992.

HAW412 Family Therapy Theory 2
12.5 Credit Points  1 Semester  3 Hours per Week  External Venue  Prerequisite: HAW410  Teaching methods: Lectures, Discussions, Demonstrations, Role Plays, Videotape Analysis  Assessment: Literature Review, Seminar Presentation, Role Play and Microskills
A subject in the Graduate Diploma of Social Science (Family Therapy).
Aims & Objectives
This subject aims:
- To provide further theoretical frames of reference for later clinical work by exploring the major schools of family therapy.
- To illustrate the different schools of thought with video presentations.
- To explore some of the major issues of the family therapy field.
- To practise microskills, and to engage in role plays.

Content
Schools of family therapy: Postmodern theories; solution-focused and competency-based therapy.
Major issues: Multi-generational issues; working with adolescents; larger systems, gender and family therapy; working with couples; psychodynamic families; sexual and marital difficulties.
Students lead a seminar on one of a number of set topics.
Major texts of the family therapy field are reviewed and presented in verbal and written reports.
Students are required to participate in role plays and microskills practice.

Reading Materials
Lang, M., Bad therapy: A way of learning family therapy, Networker, 1984;3(2):40–4.
O’Hanlon, B., Do One Thing Different, Qui!, 1999.

HAW413 Family Therapy Application 2
12.5 Credit Points • 1 Semester • 2 Hours per Week • External Venue
Prerequisite: HAW412 • Teaching methods: Tutorial teams under the direction of the lecturers
Assessment: Major Essay (3000 words), Verbal Presentation
A subject in the Graduate Diploma of Social Science (Family Therapy)
Aims & Objectives
This subject focuses on the process of investigation of group rules and patterns of interaction which have developed in the group order to aid the functioning of the group and meet the need of the individual members of the group. The subject also provides a safe context to explore family of origin of the group members and develop individual members skills in reflective thinking and practices. This subject also continues the aim of Family Therapy Application 1 which is to engage the students in the practical application of family therapy on a variety of levels.

Content
Students are expected to be knowledgeable about some of the frameworks of systemic thinking and to be able to use them in practice. Cases from workplace will be presented with discussion focussing on the systemic frames of reference provided during semester one. Again, following negotiation with the group, clients will be brought in for live supervision. Further ethical and legal issues of family therapy will be introduced.

Students are required to write a major paper tracking the development of their clinical style over the course of the year. The purpose of this review is to prepare the students for live clinical supervision work at the beginning of the second year. This paper is presented in detail to small groups and then to the total student body before being assessed and commented on by the lecturers.

Reading Materials

HAW420 Special Issues in Family Therapy 1
6.25 Credit Points • 1 Semester • 3 Hours per Week • External Venue
Prerequisite: HAW410, HAW411, HAW412 and HAW413 • Teaching methods: Lectures, Demonstrations, Role Plays, Assessment: Literature Reviews and Role Play Participation
A subject in the Graduate Diploma of Social Science (Family Therapy)
Aims & Objectives
The aims of this subject are:
- To deepen the theoretical understanding of family therapy by treating special issues of clinical practice
- To continue to develop greater facility with microskills by using more complex combinations of clinical interventions

Content
Theory
- Family therapy and psychiatry: explores the interface of family therapy and the psychiatric disciplines.
- Family therapy and adolescents: builds on the treatment of adolescents already covered in first year and looks at some of the more sophisticated problems and treatment methodologies.
- Family therapy and the aged: explores a systemic approach to the later stages of life.

Application
- M aital therapy: explore some of the difficulties of working with entrenched marital conflict and ways of clinically intervening.
- Circular questioning: practice sessions working with Milan methodology.
- The person of the therapist: dealing with therapist agenda in the session.

At this advanced level of theory and practice, students are expected to contribute to the lecture sessions in a variety of ways: leading discussions with reference to the theory covered; presenting case studies to illustrate particular clinical issues; participating in role plays as a way of developing alternate interventions.

Students will be required to review specialised texts of the family therapy field and to present a verbal and a written report.

Reading Materials
Lang, T. & Lang, M., Corrupting the Young, Rene Gordon, Melbourne, Australia, 1986.

HAW421 Family Therapy Application 3
12.5 Credit Points • 1 Semester • 2 Hours per Week • External Venue
Prerequisite: HAW410, HAW411, HAW412, HAW413 • Teaching methods: Tutorial teams under the direction of the lecturers
Assessment: Group Work, Journal and Verbal Report
A subject in the Graduate Diploma of Social Science (Family Therapy)
Aims & Objectives
Students will develop skills and systemic thinking in working with specific clinical presentations and their particular case loads. The aim of this subject is:
- To focus on the application of family therapy theory and clinical skills to student caseload.
- To continue to explore development of the student’s own preferred clinical style.
- To have a forum for raising issues of special interest to the participants.

Content
Students are normally engaged in a clinical case load in their day to day work. In this subject, cases are discussed and students receive suggestions for improved clinical effectiveness. Students pursue issues of special interest to their own workplace and have access to the resources of the group in broadening their approach to particular clinical problems. Small group development continues to be a source of learning about the functioning of systems. Students are required to
present reviews of recent books and are encouraged to publish and present materials at workshops and conferences.

Students are also expected to keep a detailed journal of personal learnings and to be reaching a deeper stage of integration of their preferred clinical style. Each group also keeps a journal which incorporates the content and style of group and individual learnings. Each student is required to present a verbal and written report.

Reading Materials


HAW422 Clinical Supervision 1

6.25 Credit Points • 1 Semester • 3 Hours per Fortnight • External Venue • Prerequisite: HAW410, HAW411, HAW412, HAW413 • Teaching methods: Supervised Therapy Sessions, Discussions, Reports • Assessment: Case Studies, Class Exercises and Professional Interview

A subject in the Graduate Diploma of Social Science (Family Therapy)

Aims & Objectives

The aim of this subject is:

• To provide a supervisory forum that will be of benefit to both students and clients.
• To offer the students feedback both from their peers and the supervisors.
• To illustrate the usefulness of a competency-based style of supervision so that the students may continue to use this method after the course has concluded.

Content

The students bring clients for therapy sessions in which one-way screen and video monitors are used. The supervisors and the other students form supervisory teams to provide feedback to the student. The overall method used is that of the reflecting team. The two-hour segment operates as follows:

• The total session is videotaped.
• Briefing of the team by the student prior to the therapy session.
• The students and two supervisors break into two teams and go to two different viewing rooms.
• Forty-five minute therapy session
• Team One swaps rooms with student/client system and offers feedback for the benefit of the client. Therapy session concludes and client leaves.
• Team 2 leads the feedback for the benefit of the student.
• Discussion of the session by total group, students and supervisors.
• Student from the previous week, having watched the entire videotape, presents a brief summary of clinical learnings.
• This whole process is repeated with another student/client.

This subject tests the students’ ability both to be able to function capably within a real clinical setting and to be able to reflect on and self-assess personal clinical performance. In this course special emphasis is given to systemic clinical ability. The students receive feedback from the supervisors, from peers, and from replaying the whole session on video. The learnings from the multiple layers of insights are articulated by the students and they are expected to write up the whole session in their journals and to formulate a new personal learning contract for their next live session. Students are assessed on their proficiency in both clinical work and written reflection.

Reading Materials

Cantwell, P. & Holmes, S., Cumulative Process: Journal of Systemic Therapies

HAW423 Special Issues in Family Therapy 2

6.25 Credit Points • 1 Semester • 3 Hours per Fortnight • External Venue • Prerequisite: HAW410, HAW411, HAW412, HAW413, HAW420 • Teaching methods: Discussions, Role-Plays, Case Studies • Assessment: Literature Reviews, Role-play Participation

A subject in the Graduate Diploma of Social Science (Family Therapy)

Aims & Objectives

In this subject, students’ micro-skills are further developed with the use of more complex combinations of clinical interventions. Students will contribute to the sessions by leading discussions and presenting case studies to illustrate clinical issues. Role-plays will aid in the development of alternative interventions.

Content

Students have previously listed those theoretical issues and practical applications and skills which are of particular interest to their group. These topics are then negotiated with the lecturers and the sessions are arranged accordingly. The students are presumed to be functioning at a high level of theory and skill and are required to contribute to the development of the topics.

At this advanced level of theory and practice, students are expected to contribute to the lecture sessions in a variety of ways: leading discussions with reference to the theory covered; presenting case studies to illustrate particular clinical issues, participating in role-plays as a way of developing alternate interventions. Students will be required to review specialised texts of the family therapy field and to present verbal and written reports.

Reading Materials


HAW424 Family Therapy Application 4

12.5 Credit Points • 1 Semester • 2 Hours per Week • External Venue • Prerequisite: HAW410, HAW411, HAW412, HAW413, HAW421 • Teaching methods: Tutorial Teams • Assessment: Final Report (3000 words) and Verbal Presentation

A subject in the Graduate Diploma of Social Science (Family Therapy)

Aims & Objectives

The aims of this subjects are:

• To focus on the application of family therapy theory and clinical skills to student caseload.
• To continue to explore the development of the students’ own preferred clinical styles.
• To have a forum for raising issues of special interest to the students.

Content

Students are presumed to be engaged in clinical case loads in their day-to-day work, and this subject offers the possibility for discussing cases and receiving feedback and suggestions for improved clinical effectiveness. Students pursue issues of special interest to their own workplace and have access to the resources of the group in broadening their approach to particular clinical problems. Small-group development continues to be a source of learning about the functioning of systems. Students are encouraged to publish reviews of recent books and to present workshops at conferences.

As this is the final articulation of preferred therapist style, students are expected to produce a major paper summarising their learnings throughout the two-year course. This paper is presented to the total student body, assessed and commented on by the lecturers.

Reading Materials

Recommended Reading


HAY425 Clinical Supervision 2

Aims & Objectives
This subject aims:
• To provide a supervisory forum that will be of benefit to both students and clients.
• To offer the students feedback both from their peers and the supervisors.
• To assist the students to consolidate their clinical style and to be able to reflect on their progression as therapists.

Content
Students are expected to be more clinically skilled and to show more depth both in their personal awareness and their clinical aptitude. Time spent on the analysis of the clinical sessions is more detailed, and students are expected to show sufficient aptitude to be able to take their place in the workforce as professional family therapists.
This subject enhances the students’ abilities to function capably within a real clinical setting, and to reflect on and self-assess personal clinical performance.
The student receives feedback from the supervisors, from peers, and from replaying the whole session on video. The learnings from the multiple layers of insights are articulated by the students and they are expected to write up the whole session in their journals and to formulate a new personal learning contract for their next live session. Students are assessed on their proficiency in clinical skills and written reflection.

Recommended Reading

HAY452/HAY459 Thesis A

Aims & Objectives
This subject aims to advance students’ understanding of research methods in psychology, with special emphasis on current research tools and techniques. It also aims to facilitate students to design and develop their 4th-year thesis project.

Content
Students are required to attend a series of four method workshops as well as the first lecture that introduces students to an overview of the research process. Students are also required to meet regularly with their thesis supervisor and to present their project at the Psychology mini-conference.

Recommended Reading

HAY453 Advanced Quantitative Methods

Aims & Objectives
This subject provides a conceptual framework for understanding univariate and multivariate analyses and interpretation of psychological data. It also provides an opportunity to use a range of data analysis techniques. These include analysis of variance and covariance, multiple regression analysis, multiple and logistic regression techniques, cluster and factor analysis, discriminant function analysis, path analysis, and structural equation modelling.

Content
The objective of this unit is to prepare students for various quantitative data analysis skills that they may require for analysing their fourth-year thesis data. Basic and advanced skills in data preparation, statistical analyses, interpretation of data, and report preparation are covered in lectures and computer labs.

Recommended Reading

HAY454 Psychological Assessment

Aims & Objectives
This subject equips students with the knowledge and skills required to carry out limited psychological assessments of individuals in human services and human resources settings under appropriate professional supervision.

Content
Topics cover the basic technical and methodological principles of testing (e.g. reliability, validity, norms and test construction) and the application of tests currently used by psychologists (e.g. intelligence, personality and vocational interests). The course also covers assessment techniques and instruments relevant to clinical settings. The tutorial programs are designed to give students practical knowledge of psychological testing.

Recommended Reading

HAY455 Applied Social Psychology

Aims & Objectives
The aim of this subject is to examine classic and contemporary applications of social psychological theories and methods in relation to social issues.

Content
This subject critically examines the application of social psychological theories, methods, and measures to selected areas of psychological research, including health behaviour, coping with illness, cross-cultural issues, life-span development and forensic psychology.

Recommended Reading
HAY456/HAY460  Thesis B

25 Credit Points • 1 Semester • 1 Hour per Week (consultation with supervisor) • Hawthorn • Prerequisite: HAY452/HAY455 • Teaching methods: Individual consultation with supervisor • Assessment: 10 000–12 000 word thesis

A subject in the Bachelor of Arts (Honours) - Psychology stream and the Postgraduate Diploma of Psychology

Aims & Objectives

Completion of an individual research project.

Content

Each student is required to formulate individually an empirical research question, design an appropriate study, collect and analyse data, interpret these data in relation to the original research question, and submit a report on the investigation in the form of a thesis.

The research project may take any one of a number of forms: controlled observations, case studies, field surveys, laboratory experiments, field experiments, secondary analysis of data sets, archival research. The individual student must plan and carry out every phase of the project from initial planning to final analysis, interpretation and reporting of the data. While flexibility in methodology is clearly required, given the diversity of potential topics for investigation, the methodology and data analysis procedures used must be:

- Generally recognised within the field of psychological research as sound and appropriate for the particular question.
- Correctly implemented in a systematic manner.

A member of the Psychology Discipline, or an affiliate of the Psychology Discipline will be assigned to supervise the research. Supervisor and student will be expected to meet regularly for consultation according to a mutually agreed timetable.

The conduct of the research overall must conform in all respects to the principles of research ethics stated in the School of Life and Social Sciences’ Statement of Research Ethics.

Reading Materials


Code of ethics, Australian Psychological Society, Melbourne, 2002

HAY457  Ethical and Professional Issues

12.5 Credit Points • 1 Semester • 2 Hours per Week • Hawthorn • Prerequisite: Nil

Aims & Objectives

Objectives of the subject are:

- To ensure awareness of ethical and professional issues confronting practicing psychologists.
- To clarify the relationship between the Psychologists Registration Board of Victoria and the Australian Psychological Society (APS).
- To ensure familiarity with the APS Code of Ethics, the APS Ethical Guidelines and the Registration Board's statements regarding ethical practice.
- To develop an awareness of how to apply in practice the principles outlined in the APS Code of Ethics.
- To foster the ability to identify situations that give rise to ethical and professional dilemmas for practicing psychologists in the areas of competence, confidentiality and informed consent.
- To provide details regarding the practical skills involved in report writing, record-keeping and testing.
- To introduce issues relating to psychology and the law and the psychologist's role in court.

Content

This subject introduces students to the essential elements of ethical and professional practice in psychology. The subject gives a background to the profession and information about professional associations and registration requirements in the state of Victoria. Ethical and professional issues such as competence, confidentiality, informed consent and professional conduct are covered. Practical professional skills such as report writing, record-keeping and analysing ethical dilemmas are introduced. Issues surrounding psychology and the law are studied, together with the psychologist's role in court. Throughout the subject there is an emphasis on becoming aware of, and applying in practice, the principles and procedures outlined in the APS Code of Ethics.

Recommended Reading


HAY458  Counselling Psychology

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil

- Teaching methods: Lectures and Tutorials • Assessment: Assignments, Examinations

A subject in the Bachelor of Arts (Honours) - Psychology stream and the Postgraduate Diploma of Psychology.

Aims & Objectives

This subject introduces students to major contemporary methods of counselling, including psychodynamic family systems, and existential and cognitive behavioural frameworks. Students also develop basic skills in counselling, microskills and counselling processes, including empathy.

Content

- Contemporary theory and research in counselling psychology
- Models of training in counselling and interviewing
- Experiential training in counselling
- Counselling service delivery systems
- Evaluating and monitoring counselling service programs
- Contemporary theory and practice in small group psychology, group facilitation skills

Recommended Reading


HAY530/HAY630  Counselling Theory and Skills

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil

- Teaching methods: One 3-hour Workshop per Week • Assessment: Two pieces of assessment must be completed to a pass standard: Tape and evaluation of a 30-minute counselling interview and a 1500 word essay on a case study.

A subject in the Master of Psychology in Counselling Psychology, Master of Psychology in Health Psychology, Professional Doctorate of Psychology in Counselling Psychology, Professional Doctorate of Psychology in Health Psychology, Master of Psychology in Clinical Psychology and Professional Doctorate of Psychology in Clinical Psychology programs.

Aims & Objectives

The subject is the initial core training in counselling, and introduces students to two major contrasting approaches. The subject is conducted in a mixed format, with a didactic component closely tied to weekly reading, and experiential learning conducted in small groups. The aim is to develop the students' understanding of key theories and concepts in the provision of counselling help, and to develop high levels of counselling skills. Specific objectives are to provide students with theory and applied training in basic counselling skills and time limited interventions, so that they can work effectively with clients in general counselling settings.

Content

The following topics are covered:

- Counselling microskills (attending, questioning and empathic responding)
- Solution-focussed approach to counselling (paying attention to what the client wants, amplifying, exploring for exceptions, formulating feedback, tracking progress, coping questions in crisis situations)
- Interpersonal psychodynamic approach to counselling (establishing a working alliance, resistance, internal focus for change, responding to conflicted emotions, familial and developmental factors, inflexible coping strategies, current interpersonal factors, termination)

Textbooks

Aims & Objectives on completion of this subject, students will have obtained the necessary professional knowledge and skills to develop and deliver:

- Illness prevention and stress management strategies
- Community and workplace health promotion programs
- Therapeutic interventions for the medically ill, including individual and group programs
- Rehabilitation after illness or injury.

Content:

This subject provides an introduction to health psychology, an area of professional practice which applies the theories and methods of psychology to the promotion of health and prevention of illness. Topics cover the broad areas of:

- Biological, social and psychological influences on health and illness
- Stress and coping
- The health care system, doctor-patient communication
- Health promotion, disease prevention
- Therapeutic interventions for the medically ill
- Rehabilitation after illness or injury.

Reading Materials:

Bennett, P., Murphy, S., Psychology and Health Promotion, Open University Press, Buckingham, UK, 1997.


Aims & Objectives:

The aim of this course is to build upon research design and analysis skills acquired during undergraduate study and to apply these skills to the evaluation of human services. The course will introduce you to major aspects of program evaluation. It will show you how to plan an evaluation, take into account the interests of various stakeholders, develop appropriate research designs and measures, including use of both quantitative and qualitative methods, in order to conduct various types of evaluations.

Content:

Topics include:

- Research design in field settings.
- Measurement in human services research.
- Qualitative research methodologies.
- Meta-analysis.
- Program evaluation methods and designs.
- Collecting and analysing evaluation data.
- Reporting research.

Recommended Reading:

Prescibed Reading:


Recommended Reading:


Selected articles will be provided in class.

Aims & Objectives:

The aim of this subject is to highlight health issues which are specific to certain gender and culture groups. Social and psychological factors, as well as physical factors, play an important role in men's and women's reproductive and sexual health. Likewise, a mix of biopsychosocial factors influences the health of specific cultural groups within Australian society. This course will examine the special
needs of these groups and highlight areas where psychologists can provide expertise to help tackle specific health problems.

**Content**

**Topics include:**
- Gender Issues in Health.
- Men's and Women's Sexual Health.
- Women's and Men's Reproductive Health.
- Gay and Lesbian Health.
- Cross-Cultural Issues in Health.
- Ethnicity and Health Care.
- Immigrant Health.
- Aboriginal Health.

**Recommended Reading**


A book of readings is available from the library.

**HAY537/HAY637 Counselling Applications**

12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Nil

**Teaching methods:** Seminar - Assessment: Assignments. Extra assessment tasks may be required for DPsych students.

A subject in the Master of Psychology in Counselling Psychology and Professional Doctorate of Psychology (Counselling Psychology).

**Aims & Objectives**

This subject follows on from Counselling Theory and Skills. It introduces students, in a workshop context, to important topics in counselling psychology practice, in conjunction with students' supervised practica and subsequent independent practice. Focus is on cognitive-behavioural interventions with adults, adolescents and children.

**Content**

Topics may include: application of counselling techniques to selected client problems e.g. depression, anxiety, anger, interpersonal-skills deficits, crisis counselling, substance abuse, post-traumatic stress, marital and family conflict, child abuse, eating disorders, pain management and disorders of sleep.

**Recommended Reading**


**HAY539/HAY639 Psychological Assessment**

12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Nil

**Teaching methods:** Seminar - Assessment: Practical examination 25% on WAIS-2 and WISC-3; each student will be required to administer 3 subtests from these 2 tests. Case study reports 75%; 2 preliminary reports based on information integrated from 2 referral letters and personality and intelligence assessment profiles using M M Pi-2 and WAIS-3 profiles (1500 words each). Follow up reports (500 words each).

A subject in the Master of Psychology in Counselling Psychology; Master of Psychology in Health Psychology, Professional Doctorate of Psychology in Counselling Psychology, Professional Doctorate of Psychology in Health Psychology, Master of Psychology in Clinical Psychology and Professional Doctorate of Psychology in Clinical Psychology programs.

**Aims & Objectives**

This subject is designed to introduce a number of specific assessment instruments and procedures commonly employed by professional psychologists. The goal is to build on the theoretical material covered at fourth year level and to focus on the practical application of specific tests and procedures. A basic knowledge of concepts of reliability and validity is assumed. In discussing tests and interview procedures the role of assessment in professional practice is considered along with the utility of diagnostic systems such as DSM-IV-TR and ICD-10, and the process of diagnostic decision making. The aim is to further develop students' capacity to use tests judiciously.

**Content**

Topics covered may include individual and group intellectual assessment (WAIS-III, WISC-III, WPPSI-R), interviewing strategies, diagnostic systems, self-report inventories, projective assessment and report writing.

**Reading Materials**

HAY540/HAY640 Counselling Placement A1

HAY541/HAY641 Counselling Placement A2

12.5 Credit Points • 50 Work Days for Masters students 75 Work Days for DPsych students • Hawthorn • Prerequisite: HAY530/HAY630, HAY540 is the prerequisite for HAY541, HAY640 is the prerequisite for HAY641 - Teaching methods: Workshops and Supervision Sessions • Assessment: Continuous

Subjects within the Master of Psychology in Counselling Psychology and Professional Doctorate of Psychology (Counselling Psychology).

Aims & Objectives

These practica are concerned primarily with helping students to make the transition from the counselling laboratory to the counselling practice setting. Initially, new students will be allocated to clients at the Swinburne Centre for Psychological Services. In addition, students will participate in the administration of the Centre and in dealing with telephone enquiries to the Centre.

Students will be allocated clients in accordance with their existing levels of counselling skills, their professional skills and their professional interests. A normal case load will be four clients per week. Students will be expected to see a mixture of child, adolescent and adult clients and to gather experience in working with groups and families as well as individuals.

A supervisor will be appointed and will meet regularly with the student for supervision. The supervisor will be an associate of the Centre. Students will also meet in small group supervision sessions to discuss their clients. Students will present reports on cases for discussion by the group. In addition, each student will write a case summary after termination with each client.

For Masters, the 50 work days must include 100 hours of client contact. For DPsych, the 75 work days must include 150 hours of client contact.

Students will be evaluated by the supervisor(s) most directly associated with their work, together with the coordinator. Performance will be reviewed mid-way through the internship and an evaluation made at the end.

HAY543/HAY643 Professional, Ethical & Legal Issues

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil - Teaching methods: Lectures and Seminars • Assessment: Case studies and Essays, Extra assessment tasks may be required for DPsych students.

A subject in the Master of Psychology in Counselling Psychology; Master of Psychology in Health Psychology; Professional Doctorate of Psychology (Counselling Psychology); and Professional Doctorate of Psychology (Health Psychology).

Aims & Objectives

This subject is designed to ensure that students understand the ethical and legal responsibilities of psychologists working in the human services. Through study of the ethical standards of the profession and legal issues related to the practice of psychology, students will learn about the process of ethical and professional decision-making.

Content

Topics covered will include the regulation of psychological practice through professional associations and registration boards, the influence of values on professional practice, the role of psychology in society, and the law.

Recommended Reading


HAY547/HAY647 Psychology of the Family

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HAY530/HAY630 • Teaching methods: This subject is taught using lectures, case presentations, role-plays, clinical observations and class participation. • Assessment: HAY547: Theoretical essay (25%), practical evaluation (50%); HAY647: Theoretical essay (25%), practical evaluation (25%) and 2 videotaped family interviews. Professional Doctorate students are required to demonstrate advanced conceptual skills and greater theoretical knowledge.

A subject in the Master of Psychology in Counselling Psychology, Professional Doctorate of Psychology in Counselling Psychology, Master of Psychology in Clinical Psychology and Professional Doctorate of Psychology in Clinical Psychology programs.

Aims & Objectives

The subject is designed to:

- Examine contemporary theory concerning the role and function of the Australian family and its interaction with the wider society.
- Introduce students to theory and practice of systems approaches to family therapy.
- Introduce students to the practices of couples therapy

Content

Topics include:

- Introduction to the study of the family
- Definitions of family, variations in Australian family structures
- Family formation and functions
- The family life cycle
- Family therapy and the major schools or perspectives
- Generational and cultural issues in family therapy
- Particular issues in working therapeutically with couples
- Experiential exercises.

Recommended Reading


HAY549 Research Project (Counselling) A1

HAY546 Research Project (Counselling) A2

HAY548 Research Project (Counselling) B1

HAY550 Research Project (Counselling) B2

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: HAY549 is the prerequisite for HAY551, HAY551 is the prerequisite for HAY546, HAY546 is the prerequisite for HAY548, HAY548 is the prerequisite for HAY550 - Teaching methods: Research Supervision • Assessment: Continuous

Subjects within the Master of Psychology in Counselling Psychology.

Aims & Objectives

These subjects are designed to:

- Enhance students’ awareness of the importance of a scientific research base related to counselling psychology.
- To consolidate students’ practical understanding of research methodology related to counselling psychology.
- To contribute to the research program of the School.

At the end of the equivalent of four years of full-time study, each student must submit a thesis. This thesis must be accompanied by a technical supplement containing detailed results, raw data and copies of measures used.

Content

Development of research report based on student’s independent research project.

Recommended Reading


HAY551 Supervised Counselling Placement B1

HAY545 Supervised Counselling Placement B2

12.5 Credit Points • 50 Work Days • Determined by placement location • Hawthorn • Prerequisite: HAY540 and HAY541, HAY551 is the prerequisite for HAY545 • Teaching methods: Professional Individual Supervision • Assessment: Continuous

Subjects in the Master of Psychology in Counselling Psychology.
Aims & Objectives
These supervised placements are intended to broaden and consolidate students' previous learning in the program and to provide students with the opportunity to act as responsible professionals within a counselling setting. The 75 eight-hour work days should include approximately 150 hours of client contact. Students will be allocated a setting for each supervised placement. Allocation to a setting will be guided both by the student's professional interests and the objective of extending his or her existing skills. Students will take on counselling duties and participate in the professional activities of the supervised practice. The School of Social and Behavioural Sciences has links with numerous practice settings in which experienced psychologists work.

Students will be required to present written and/or verbal case reports to their supervisors.

Students will be required to participate in the assessment or review of some aspect of the service delivery or administration of the supervised practice setting.

Content
Students will be evaluated by the supervisor(s) most directly associated with their work, together with the coordinator. Performance will be reviewed mid-way through the internship and a formal assessment made at the end of each supervised placement.

Reading Materials
Recommended by supervisor as appropriate to the placement setting and client issues.

HAY645 Supervised Counselling Placement B1
HAY646 Supervised Counselling Placement B2

12.5 Credit Points • 113 Work Days • Determined by placement location • Hawthorn • Prerequisite: HAY640 and HAY641, HAY646 is a prerequisite for HAY645 • Teaching methods: Supervision on site by an approved counselling psychologist or similarly qualified professional • Assessment: Continuous

Subjects in the Professional Doctorate of Psychology (Counselling Psychology).

Aims & Objectives
These practices are intended to broaden and consolidate students' previous learning in the program and to provide students with the opportunity to act as responsible professionals within a counselling setting. The 113 work days include approximately 225 hours of client contact. Students will be allocated to an internship in one setting for each practicum. Allocation to an internship setting will be guided both by the student's professional interests and the objective of extending his or her existing skills. Students will take on counselling duties and participate in the professional activities of the internship setting. The School of Social and Behavioural Sciences has links with numerous practice settings in which experienced psychologists work.

Students will be required to present written and/or verbal case reports to their supervisors.

Students are encouraged to participate in an assessment or review of some aspect of service delivery or administration of the internship setting.

Content
Students will be evaluated by the supervisor(s) most directly associated with their work, together with the coordinator. Performance will be reviewed mid-way through the internship and a formal assessment made at the end of each placement.

Reading Materials
Recommended by supervisor as appropriate to the placement setting and client issues.

HAY648 Research Project (Counselling) A
HAY649 Research Project (Counselling) B
HAY650 Research Project (Counselling) C
HAY651 Research Project (Counselling) D

25 Credit Points • 1 Semester • As determined with supervisor • Hawthorn • Prerequisite: HAY648 is the prerequisite for HAY649, HAY649 is the prerequisite for HAY650, HAY650 is the prerequisite for HAY651, HAY651 is the prerequisite for HAY652 • Teaching methods: Research Supervision • Assessment: Continuous

Subjects within the full-time Professional Doctorate of Psychology (Counselling Psychology).

Aims & Objectives
The aims of these subjects are to develop and extend:

- Skills in literature searching, plus review and integration of psychological literature
- Advanced understanding of research methodology as applied to a moderately sized independent research project
- Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
- Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
- Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Counselling Psychology Field.

Content
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively.
engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

Recommended Reading
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.


Other readings as relevant to the thesis topic.

**HAY653  Research Project (Counselling) F**

12.5 Credit Points • 1 Semester • As determined with supervisor • Hawthorn • Prerequisite: HAY652 is the prerequisite for HAY653 • Teaching methods: Research Supervision • Assessment: Continuous

A subject within the full-time Professional Doctorate of Psychology (Counselling Psychology).

**Aims & Objectives**
The aims of these subjects are to develop and extend:
- Skills in literature searching, plus review and integration of psychological literature
- Advanced understanding of research methodology as applied to a moderately sized independent research project
- Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
- Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
- Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Counselling Psychology field.

**Content**
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

**Recommended Reading**
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.


**HAY654  Research Project (Counselling) G**

**HAY655  Research Project (Counselling) H**

12.5 Credit Points • 1 Semester • As determined with supervisor • Hawthorn • Prerequisite: HAY653 is the prerequisite for HAY654, HAY654 is the prerequisite for HAY655 • Teaching methods: Research Supervision • Assessment: Continuous

Subjects within the full-time Professional Doctorate of Psychology (Counselling Psychology).

**Aims & Objectives**
The aims of these subjects are to develop and extend:
- Skills in literature searching, plus review and integration of psychological literature
- Advanced understanding of research methodology as applied to a moderately sized independent research project
- Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
- Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
- Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Counselling Psychology field.

**Content**
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

**Recommended Reading**
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.


for HAY665, HAY666 is the prerequisite for HAY668, HAY667 is the prerequisite for HAY670 • Teaching methods: Research Supervision • Assessment: Continuous

Research subjects within the part-time Professional Doctorate of Psychology (Counselling Psychology)

Aims & Objectives
The aims of these subjects are to develop and extend:

• Skills in literature searching, plus review and integration of psychological literature

• Advanced understanding of research methodology as applied to a moderately sized independent research project

• Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project

• Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications

• Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Counselling Psychology field.

Content
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

Recommended Reading
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.


Dunleavy, P, Authoring a PhD: How to plan, draft, write and finish a doctoral dissertation or PhD, MacMillan, New York, 2003.


Other readings as relevant to the thesis topic.

HAYC410 Ethical and Social Issues for Counsellors

12.5 Credit Points • 1 Semester • 2 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Seminars • Assessment: Class tests 15%, Case analysis (1500-2000 words), Active participation in at least 75% of classes.

A subject in the Graduate Certificate of Social Science (Human Services - Counselling) and Graduate Diploma of Social Science (Human Services - Counselling). This subject was formerly coded as HAY445.

Aims & Objectives
The aim of this subject is to examine ethical and social issues which confront the counsellor working in human services. Drawing on the ethical codes of several professions (e.g. psychologists, social workers and nurses), this subject emphasises awareness and application of ethical principles and procedures. Because the students in this program are not necessarily affiliated with any professional organisation, particular emphasis is placed on establishing a personal code of conduct and the difficulties that can arise when the practices of the individual workplace contradict that code. Case studies and discussion are used to exemplify these ethical dilemmas.

Consideration of ethical issues in counselling and psychotherapy is also a major component of all subjects taught in the program.

Content
Topics include:

• Ethical principles: competence, integrity, respect for dignity, beneficence/ malfeasence, social responsibility.

• Values in the counselling process.

• Ethical decision-making.

• Confidentiality.

• Report writing/record-keeping.

• Managing boundaries and multiple relationships.

• Multicultural issues.

• The counsellor in the community.

Recommended Reading

Other reading will be recommended throughout the semester.
HAYC411 Foundations of Counselling 1

12.5 Credit Points  •  1 Semester  •  3 Hours per Week  • Hawthorn  • Prerequisite: Nil

- Teaching methods: Lectures, Tutorials, Experiential Exercises, Workshops and Discussions
- Assessment: Demonstrate appropriate process and skills level and ability to reflect on self and counselling process on the basis of audiotaped and videotaped counselling session(s) and written analysis.

A subject in the Graduate Certificate of Social Science (Human Services - Counselling) and Graduate Diploma of Social Science (Human Services - Counselling).

Aims & Objectives

This subject will introduce students to the practical processes and skills of counselling using a problem management counselling model within a client-centred approach. The aim is for students to learn how to be fully present with people, how to maintain an effective working alliance, and how to assist clients to work through their issues and concerns so that there is effective change. A necessary part of this is that students develop a basic awareness of how their own interpersonal style, beliefs and internal processes affect the counselling process.

Students will be introduced to some basic theory on the therapeutic relationship, on the roles of cognition, emotion and behaviour in human functioning and on counselling and change. Students who successfully complete this subject will be able to conduct an effective 50-minute counselling session containing at least the first two stages of the problem management model, and accurately reflect on themselves and the counselling process.

The emphasis of this subject is on experiential learning and feedback so that students have a genuine opportunity to learn skills and to gain an accurate appreciation of both themselves as counsellors and of their clients. Video cameras will be used extensively.

Content

Topics include:
- Introduction to counselling
- The counselling process/stages
- Effective listening/tracking
- Empathy and maintaining the therapeutic alliance
- Cognition, emotion and behaviour in the client's presentation
- Microskills and using them to enhance counsellor skill
- The initial interview
- Assessment skills
- Identifying the various stages in the counselling process
- Working through the various stages

Recommended Reading


HAYC413 Foundations of Counselling 2

12.5 Credit Points  •  1 Semester  •  3 Hours per Week  • Hawthorn  • Prerequisite: HAYC411 Foundations of Counselling 1

- Teaching methods: Lecture, Tutorials, Experiential Exercises, Workshops and Discussions
- Assessment: Appropriate counselling process and skills level, basic case conceptualisation and ability to reflect on self and counselling process demonstrated on the basis of videotaped counselling session(s) and written analysis (100%) and an oral presentation.

A subject in the Graduate Certificate of Social Science (Human Services - Counselling) and Graduate Diploma of Social Science (Human Services - Counselling).

Aims & Objectives

This subject is designed to continue students' introduction to the practical skills and processes of counselling provided in Foundations of Counselling 1. Besides enabling students to work on identifying and changing interactional styles and problem-solving skills, understanding the last stage of the problem management model and developing empathic attunement, students will learn simple cognitive, behavioural, affective, existential and systemic interventions. Students' ability to assess clients will also be expanded.

Students who successfully complete this subject will have the ability to engage with a client over more than one session, to establish and maintain the therapeutic alliance, assess the client and their problem and resources, guide clients with interventions and strategies appropriate to their needs and presentation, and reflect critically on the counselling process and their own performance.

Content

Topics include:
- Assessing and managing change
- Overview of strategies and interventions
- Emotional awareness, expression and regulation
- Affective interventions
- Cognitive interventions
- Behavioural interventions
- Systemic interventions
- Existential interventions
- The client in crisis
- Termination and follow-up
- Counsellor self-awareness

Recommended Reading


HAYC412 Addiction Counselling

12.5 Credit Points  •  1 Semester  •  2 Hours per Week  • Hawthorn  • Prerequisite: Nil

- Teaching methods: Lectures and Tutorials
- Assessment: Assignments, Group work, Oral presentation

A subject in the Graduate Certificate of Social Science (Human Services - Counselling) and Graduate Diploma of Social Science (Human Services - Counselling).

Aims & Objectives

This course introduces students to the specialised counselling areas of smoking and alcohol abuse, drug abuse, eating disorders, gambling and other addictive behaviours. It describes the history of theories of addictive behaviours and the shift from a disease model of addiction to the social-learning theory perspective.

The course discusses the stages of addiction in the context of this model and examines the similarities and differences between addictive behaviours. There is an emphasis on the wide variety of treatment approaches applied to these problems and the evaluation of their effectiveness. This is reinforced by inviting guest lecturers to speak on a number of specialist treatment areas.

Content

Topics include:
- What is an addiction?
- Smoking.
- Alcohol.
- Eating and caffeine.
- Prescription drugs.
- Illegal drugs.
- Gambling and other behavioural addictions: e.g. exercise, work, sex, shopping.

For each topic area the course will look at: initiating and maintaining the behaviour; the effects of cessation of the behaviour; relapse and treatment models.

Recommended Reading


HAYC420  Issues for Special Population Groups
12.5 Credit Points  ·  1 Semester  ·  2 Hours per Week  ·  Hawthorn  ·  Prerequisite: HAYC411 Foundations of Counselling 1, HAYC413 Foundations of Counselling 2 · Teaching methods: Seminars · Assessment: Assignment (2500 to 3500 words) 100% 
A subject in the Graduate Diploma of Social Science (Human Services - Counselling). This subject was formerly coded as HAY447.

Aims & Objectives
This subject provides a theoretical complement to the experiential work covered in Advanced Counselling. Students are introduced to a number of special issues related to working with clients from different cultures and at different developmental stages. The subject aims to prepare students to apply their counselling skills in a variety of settings and problems areas.

Content
Topics include:
- Assessment
- Feminist counselling perspectives
- Relationship counselling
- Counselling of older people
- Suicide interventions 1
- Suicide interventions 2
- Counselling children
- Considering abuse and vicarious trauma.
- Working with men
- Counselling gay men and lesbian women
- Counselling people with disabilities
- Counselling and multicultural issues

Recommended Reading

HAYC421  Advanced Counselling
12.5 Credit Points  ·  1 Semester  ·  3 Hours per Week  ·  Hawthorn  ·  Prerequisite: HAYC411 Foundations of Counselling 1, HAYC413 Foundations of Counselling 2 · Teaching methods: Lectures, Tutorials, Experiential Exercises, Workshops and Discussions · Assessment: Practical examination report based on skill demonstrated in videotaped counselling section (100%) 
A subject in the Graduate Diploma of Social Science (Human Services - Counselling). This subject was formerly coded as HAY446.

Aims & Objectives
This subject is designed to build on the curriculum provided in Foundations of Counselling 1 and 2 and introduces a range of issues and life problems to which counselling interventions can be applied.

The subject aims to:
- Increase students’ competence in using the basic microskills in empathic attunement, clarifying issues, forming and repairing the therapeutic alliance, recognising emotion and knowing what to do with it in the session, problem-solving, and ensuring behavioural change in the life of the client.
- Help students find an appropriate ‘model’ or ‘process map’ of counselling, which they can use to continually ‘orient themselves’ and increase the likelihood of focused and effective counselling.
- Increase students’ understanding of the process of change and stability within the human psyche and apply it to themselves and their counselling activity.
- Increase students’ knowledge of assessment processes.
- Increase students’ knowledge of support services and resources recommended for different issues/client types.

Content
Topics include:
- Microskills review, map counselling process
- Empathic attunement, tracking, therapeutic alliance
- The role of emotion, cognition and behaviour
- Hearing the story: assessment
- Goals, contracts and change/stability
- Emotion and affective interventions
- Teaching emotional self-regulation
- Cognitive interventions
- Behavioural interventions
- Termination, resources and referral
- Review and special concerns

Recommended Reading

HAYC422  Trauma, Loss and Grief Counselling
25 Credit Points  ·  1 Semester  ·  3 Hours per Week plus a minimum of 2 hours per week maintaining journal  ·  Hawthorn  ·  Prerequisite: HAYC411 Foundations of Counselling 1, HAYC413 Foundations of Counselling 2 · Teaching methods: Lectures and Tutorials · Assessment: Hurdle requirements plus graded assessments 
A subject in the Graduate Diploma of Social Science (Human Services - Counselling). This subject was formerly coded as HAY448.

Aims & Objectives
This subject provides students with the skills necessary to assess and help those suffering from post-traumatic stress disorder (PTSD) and grief and bereavement issues. Students are trained in debriefing techniques and exposed to the extensive literature and practice of loss and grief counselling.

Content
The course confronts the fear of mortality, promoting self-awareness and self-nurturing in carers, recognising fear, anxiety and anger in those who have been abused or suffered grief. It also develops the skills necessary to help others work through this process.

Students are also taught to recognise that many professionals whose job involves working with trauma - police, fire, ambulance and medical staff and others - can themselves become traumatised and adequate support is essential to prevent secondary traumatisation from occurring in these industries.

Recommended Reading

HAYC423  Supervised Practice
25 Credit Points  ·  Equivalent to 50 Counselling Hours  ·  Meeting with supervisor for seven 1-hour (individual) or 2-hour (group) sessions during the semester  ·  Hawthorn  ·  Prerequisite: HAYC411 Foundations of Counselling 1, HAYC413 Foundations of Counselling 2, HAYC421 Advanced Counselling, HAYC410 Ethical and Social Issues for Counsellors  ·  Teaching methods: Supervised placement · Assessment: Supervisor’s report based on discussion, case notes and direct observation, if required 
A subject in the Graduate Diploma of Social Science (Human Services - Counselling).

Aims & Objectives
The ‘practice’ subject was designed as an optional alternative to HAYC422, based on students’ individual needs and access to a suitable placement. Only those students currently working in, or able to gain appropriate experience in, counselling agencies are permitted to take a work placement in preference to coursework. The supervised placement must be approved by the course coordinator prior to commencement.

Content
The placement is concerned primarily with helping students to make the transition from theory to practice. Students, after completing the HAYC411 and HAYC413 Foundations of Counselling 1 and 2, and HAYC410 Ethical and Social Issues for Counsellors, may be placed, according to skill, experience and access to suitable agencies, at counselling services where they are required to engage in general
counselling activities and perhaps some administrative duties. In addition to being supervised at the placement agency, students may meet regularly with a supervisor from Swinburne University for individual or group case meetings.

**Reading Materials**
As required.

**HAYC550/HAYC650 Adult Psychopathology**
12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Nil
- Teaching methods: Seminars • Assessment: Essay (3500 words) 50% class presentation 20% and practical exam of classification diagnosis classification 30%. Additional assessment for Professional Doctorate students only: case studies and evaluations.
- A subject in the Master of Psychology in Clinical Psychology and the Professional Doctorate of Psychology in Clinical Psychology.

**Aims & Objectives**
This subject is designed to provide an introduction to theoretical and phenomenological models of psychopathology in adults and in the elderly.

**Content**
Specific attention is given to DSM-IV-TR diagnosis and ICD-10 diagnostic systems. Topics may include anxiety disorders, mood disorders, schizophrenia and other psychotic disorders, personality disorders, eating disorders, dementia, amnesia and other cognitive disorders, substance abuse disorders, dissociative disorders and somatisation disorder. Students will be trained in the administration of mental status examinations for each of the disorders. Professional Doctorate students will also develop competence in major research strategies (eg quantitative, qualitative or physiological monitoring procedures) used to explore psychopathology.

**Reading Materials**

**HAYC552/HAYC652 Child Psychopathology and Assessment**
12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Nil
- Teaching methods: This subject is taught using lectures, guest speakers, case presentations, a live assessment with a child/adolescent and his/her family, and class discussion. The format will be a one (1) hour lecture and two (2) hour tutorial each week. • Assessment: All: Psychological assessment report (2000-2500 words) 50%, HAYC552: 2 case studies 50%. HAYC652: 5 case studies 50%.
- A subject in the Master of Psychology in Clinical Psychology and the Professional Doctorate of Psychology in Clinical Psychology programs.

**Aims & Objectives**
The aim of this subject is to provide students with:
- A detailed understanding of the disorders seen in infancy, childhood and adolescence according to the most recent Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR).
- An understanding of the strengths and limitations of using a categorical approach to diagnosis for children and adolescents.
- An understanding of the key principles relevant to conducting psychological assessments with children/adolescents and their families.
- Develop an understanding of the importance of assessment and formulation for diagnosis and treatment planning.
- An assessment framework for working with children/adolescents and families.
- An understanding of a range of treatment options for disorders in infancy, childhood and adolescence.

**Content**
This subject introduces students to the area of child psychopathology, with a specific focus on assessment, diagnosis, and treatment. The importance of taking a developmental perspective when working with children, adolescents and their families is emphasized. The role of engagement and the therapeutic relationship is discussed, including legal, ethical and confidentiality issues. Students will be expected to attain detailed understanding of the disorders seen in infancy, childhood and adolescence. Topics cover the broad areas of:
- Classification, diagnosis and the Diagnostic and Statistical Manual for Mental Disorders
  - Assessment
  - Disorders of infancy and early childhood
  - Disorders of childhood
  - Work with adolescents
  - When to refer and referral sources
  - Depression, anxiety and mental state examinations in older adolescents
  - Treatment approaches for children and adolescents
  - Case observation.

**Reading Materials**
Aims & Objectives

This practicum is concerned primarily with helping students to make the transition from formal professional training to the clinical practice setting. Initially, new students will be allocated to clients at the Swinburne Psychology Centre. In addition, students will participate in the administration of the Centre and in dealing with telephone and intake enquiries to the Centre.

Students will be allocated clients in accordance with their existing levels of intervention skills, their professional skills and their professional interests. A minimum case load will be four (4) clients per week. Students will conduct intake assessments prior to commencing on intervention work. Students will be expected to see a mixture of child, adolescent and adult and elderly clients and to gather experience in working with groups and families as well as individuals.

A supervisor will be appointed and will meet regularly with the student for supervision. Usually this will involve one (1) hour of supervision for every five (5) hours of client contact. The supervisor will be a clinical associate of the Centre. Students will also meet in small group case conference supervision sessions. In these case conferences, students will present reports on cases for discussion by the group. In addition, each student will write a case summary after termination with each client. Students will videotape their therapy sessions as an aid to supervision. Students will be evaluated by the supervisor(s) most directly associated with their work, together with the Director of the Centre. Performance will be reviewed mid-way through the placement and an evaluation made at the end.

Students will also be exposed to professional development programs to enhance skills necessary for working in a mental health setting. Topics may include: cultural sensitivity, working with the elderly, working with suicidal clients, issues with children, understanding child abuse, specific issues in working with male clients, etc.

Content

For Master students, the placement consists of 25 work placement days and must include 50 hours of client contact. For Professional Doctorate students, the placement consists of 37.5 work placement days and must include 75 hours of client contact.

Practice issues:

- Counselling practice
- Psychological assessment
- Administration experience
- Supervision
- Attendance at professional development seminars

Forensic issues:

- Legislation relating to report writing, record keeping and privacy.
- The child client. Children in court.
- Special issues: Dangerousness, HIV
- The psychologist in court: expert evidence.

Reading Materials


Textbooks


Australian Psychological Society, Ethical Guidelines, 5th edn.
development seminars at the Swinburne Psychology Centre. HAYC557 - Attendance at 1 professional development seminar. HAYC657 - Attendance at 3 professional development seminars. Assessment: Placement component (60% of total assessment) consists of satisfactory reports from supervisors, student evaluations, case study and research essay. The Ethics component (40% of total assessment) consists of the following: HAYC557 - case study (20%), an applied research essay - 2000 words (70%), HAYC657 - case study (20%), an applied research essay - 3500 words (50%) and Registration Board case analysis (30%). A subject in the Master of Psychology in Clinical Psychology and Professional Doctorate of Psychology in Clinical Psychology programs.

Aims & Objectives
Students will again be allocated to clients at the Swinburne Psychology Centre and continue to participate in the administration of the Centre and in dealing with telephone and intake enquiries to the Centre. Students will be allocated clients in accordance with their existing levels of intervention skills, their professional skills and their professional interests. A minimum case load will be four (4) clients per week. Students will conduct intake assessments prior to commencing on intervention work. Students will be expected to see a mixture of child, adolescent and adult and elderly clients and to gather experience in working with groups and families as well as individuals. A supervisor will be appointed and will meet regularly with the student for supervision. Usually this will involve one (1) hour of supervision for every five (5) hours of client contact. The supervisor will be a clinical associate of the Centre. Students will also meet in small group case conference supervision sessions. In these case conferences, students will present reports on cases for discussion by the group. In addition, each student will write a case summary after termination with each client. Students will videotape their therapy sessions as an aid to supervision. Students will be evaluated by the supervisor(s) most directly associated with their work, together with the Director of the Centre. Performance will be reviewed mid-way through the placement and an evaluation made at the end. Students will also be exposed to professional development programs to enhance skills necessary for working in a mental health setting. Topics may include: cultural sensitivity, working with the elderly, working with suicidal clients, issues with children, understanding child abuse, specific issues in working with male clients, etc. This subject also includes the teaching of ethical, professional and forensic issues that confront psychologists. This involves discussing the background to the profession, including information about professional associations and registration requirements in the state of Victoria. Issues such as competence, confidentiality, consent and professional conduct are covered in the context of practical ethical cases. Practical professional skills such as report writing, record keeping and analysing ethical dilemmas in psychology practice are addressed. Forensic issues such as the psychologist's role in court, insanity and competence, psychological syndromes, expert evidence and children and the law are addressed. Awareness of, and application, of the APS Code of Ethics is emphasised.

Content
For Masters students, the placement consists of 25 work placement days and must include 50 hours of client contact. For Professional Doctorate students, the placement consists of 37.5 work placement days and must include 75 hours of client contact.

Practice Issues
- Counselling practice
- Psychological assessment
- Administration experience
- Supervision
- Attendance at professional development seminars

Ethical and professional issues:
- Ethical decision making
- Registration; the APS and the Code; Competence; Research ethics
- Confidentiality and informed consent.
- Values in psychotherapy.
- Who is the client/conflicts of interest.
- Multicultural issues.
- Supervision/dual/role relationships.
- Forensic issues.

• Legislation relating to report writing, record keeping and privacy.
• The child client. Children in court.
• Special issues: Dangerousness, HIV.
• The psychologist in court: expert evidence.

Reading Materials

Textbooks
Australian Psychological Society, Ethical Guidelines, 5th edn.

HAYC558/HAYC658 Clinical Placement B1
HAYC559/HAYC659 Clinical Placement B2
12.5 Credit Points - 1 Semester - As required - Hawthorn - Prerequisite: HAYC557 for HAYC558, HAYC558 for HAYC559, HAYC657 for HAYC658, HAYC658 for HAYC659 - Teaching methods: Practical placement at an external agency supplemented by the relevant coursework which details requirements for each placement subject. - Assessment: Student logbook, supervisor's report and placement activities form and placement report (1500 words) 100%.

Subjects in the Master of Psychology in Clinical Psychology and Professional Doctorate of Psychology (Clinical Psychology)

Aims & Objectives
Placements are designed to provide supervised professional training in the practice of clinical psychology within specific clinical settings. It is intended that students will be given opportunities to practice their skills while being supervised in a supportive and constructively critical environment. As the practice of clinical psychology is diverse, placements may be undertaken in a variety of clinical or community mental health agencies, in forensic and in hospital settings that involve clinical interventions and assessments. Placements are arranged in accordance each student's skill, experience level, and professional interests. Students will be expected to consult with a range of clients with clinically significant problems including individuals, families, groups, and organizations. Students should also gain an understanding of how a clinical psychologist operates as a member of a multidisciplinary team. Students have an external agency supervisor and an internal university supervisor. The university supervisor will be a member of the Clinical College and coordinate the placement, collaborating with the student and external supervisor to ensure that placement requirements are fulfilled and to resolve any issues or difficulties that may arise. The external placement supervisor monitors the student's day to day activities, providing regular supervision meetings, feedback and support. The external supervisor should be a registered psychologist with expertise in clinical psychology and who is eligible for membership of the APS College of Clinical Psychologists. If the agency setting cannot provide a supervisor who is eligible for membership of the Clinical College, a Psychology staff member or an Associate of the Swinburne Centre for Psychological Services who is a Member of the College of Clinical Psychologists will provide supplemental supervision in conjunction with a member of staff from the external agency.

Content
For Masters students, each placement consists of 37.5 work days and must include 75 hours of client contact. For Professional Doctorate students, each placement consists of 56.5 work days and must include 112.5 hours of client contact. Placement hours include client contact hours, group contact hours, supervision hours, plus workshop attendance, time spent reading relevant background literature, writing up client case notes, report writing, assessing individuals for inclusion in group programs, developing group programs and evaluating their effectiveness, administrative duties, and professional development activities. All activities are conducted off-campus, at external agencies. Training involves practical experience under the supervision of an external agency supervisor. Students undertake this practical placement at an external agency, so attendance...
requirements are negotiated with the agency. The minimum length of a placement is 200 hours.

**Reading Materials**

**Textbooks**
Australian Psychological Society, Ethical Guidelines, 5th edn.
Other specified readings as set by the supervisor.

**HAYC560 Research Project (Clinical) A1**
12.5 Credit Points  • 1 Semester  • 1 Hour per Week  • Hawthorn  • Prerequisite: Nil  
- Teaching methods: This subject is taught using two class meetings, regular consultation with supervisor, one mini-conference presentation and it is supplemented by the relevant course handbook which details requirements for each research subject.  
- Assessment: The assessment requirements for the sequence of research subjects are designed to culminate in the step-by-step development of the final requirement of a minor empirical thesis of 9000 to 10000 words. Completion of this subject is based on approval from the nominated supervisor regarding the satisfactory completion of the following hurdle: Annotated references and outline of research proposal (1000 words) abstract submission (350 words) and presentation at the mini-conference (15 minutes) and written research proposal (1500 words).

A subject in the Master of Psychology in Clinical Psychology

**Aims & Objectives**
The aim of this subject is to introduce students to possible areas of research; to develop their skills relating to research design, and critical assessment of previous empirical research.

**Content**
This subject involves two class activities where students are given information about developing research ideas, brief introduction to ethics requirements in research, and research skills relating to searching for and critically assessing previous research. Students are also required to meet with their chosen supervisor on a regular basis to further develop research ideas and a research plan. On the basis of these class meetings and regular supervisory consultation, students are expected to present their research plan at a mini-conference.

**Reading Materials**

**HAYC561 Research Project (Clinical) A2**
12.5 Credit Points  • 1 Semester  • 1 Hour per Week  • Hawthorn  • Prerequisite: HAYC560  
- Teaching methods: Regular consultation with supervisor and supplemented by the relevant course handbook which details requirements for each research subject.  
- Assessment: The assessment requirements for the sequence of research subjects are designed to culminate in the step-by-step development of the final requirement of a minor empirical thesis of 9000 to 10000 words. Completion of this subject is based on approval from the nominated supervisor regarding the successful completion of the following hurdle: Submission of research ethics application.

A subject in the Master of Psychology in Clinical Psychology

**Aims & Objectives**
The aim of this course is to enable students to finalise a research plan and submit an ethics application to the relevant university ethics committee.

**Content**
Students are also required to meet with their chosen supervisor on a regular basis to finalise a research plan and submit and ethics application to the relevant university ethics committee.

**Reading Materials**

**HAYC562 Research Project (Clinical) B1**
12.5 Credit Points  • 1 Semester  • 1 Hour per Week  • Hawthorn  • Prerequisite: HAYC561  
- Teaching methods: Regular consultation with supervisor supplemented by the relevant course handbook which details requirements for each research subject.  
- Assessment: The assessment requirements for the sequence of research subjects are designed to culminate in the step-by-step development of the final requirement of a minor empirical thesis of 9000 to 10000 words. Completion of this subject is based on approval from the nominated supervisor regarding the satisfactory completion of the following hurdle: completion of the draft of introductory and method chapters.

A subject in the Master of Psychology in Clinical Psychology

**Aims & Objectives**
The aim of this subject is to facilitate the student's knowledge and understanding regarding data collection and analysis.

**Content**
Students are required to meet with their chosen supervisor on a regular basis to discuss issues relating to data collection and data analysis.

**Reading Materials**

**HAYC563 Research Project (Clinical) B2**
12.5 Credit Points  • 1 Semester  • 1 Hour per Week  • Hawthorn  • Prerequisite: HAYC562  
- Teaching methods: Regular consultation with supervisor supplemented by the relevant course handbook which details requirements for each research subject.  
- Assessment: The assessment requirements for the sequence of research subjects are designed to culminate in the step-by-step development of the final requirement of a minor empirical thesis of 9000 to 10000 words. Completion of this subject is based on submission of two bound copies of the thesis to the office of the School of Social and Behavioural Sciences.

A subject in the Master of Psychology in Clinical Psychology

**Aims & Objectives**
The aim of this subject is to facilitate the student's knowledge and skills in critical writing, data presentation, and critical reasoning regarding their own research.

**Content**
Students are required to meet with their chosen supervisor on a regular basis to discuss issues relating to data analysis and formal write up of research ideas, design, and findings.

**Reading Materials**
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.

Aims & Objectives
The aims of this subject is to develop and extend:
• Skills in literature searching, plus review and integration of psychological literature
• Advanced understanding of research methodology as applied to a moderately sized independent research project
• Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
• Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
• Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Clinical Psychology field.

Content
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the supervisor will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

Reading Materials
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.

Aims & Objectives
The aims of this subject is to develop and extend:
• Skills in literature searching, plus review and integration of psychological literature
• Advanced understanding of research methodology as applied to a moderately sized independent research project
• Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
• Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
• Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Clinical Psychology field.

Content
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

Reading Materials
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.

Aims & Objectives
The aims of this subject is to develop and extend:
• Skills in literature searching, plus review and integration of psychological literature
• Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
• Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
• Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Clinical Psychology field.
Content
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

Reading Materials
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.

HAYC664 Research Project (Clinical) D
25 Credit Points  - 1 Semester  - 1 Hour per Week or equivalent meeting with supervisor.
- Hawthorn  - Prerequisite: HAYC662  - Teaching methods: Individual supervision. Students are provided with a detailed course manual which contains information to assist them in meeting the specific requirements of this research-based subject.  - Assessment: The assessment requirements for the sequence of eight research subjects are designed to culminate in the step-by-step development of the final requirement of a major empirical thesis of 40,000 to 60,000 words. In this subject students are required to complete a draft of results at a satisfactory standard.
A subject in the Professional Doctorate of Psychology in Clinical Psychology.

Aims & Objectives
The aims of this subject is to develop and extend:
- Skills in literature searching, plus review and integration of psychological literature
- Advanced understanding of research methodology as applied to a moderately sized independent research project
- Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
- Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
- Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Clinical Psychology field.

Content
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

Reading Materials
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.

HAYC665 Research Project (Clinical) F
25 Credit Points  - 1 Semester  - 1 Hour per Week or equivalent meeting with supervisor.
- Hawthorn  - Prerequisite: HAYC664  - Teaching methods: Individual supervision. Students are provided with a detailed course manual which contains information to assist them in meeting the specific requirements of this research-based subject.  - Assessment: The assessment requirement for the sequence of eight research subjects are designed to culminate in the step-by-step development of the final requirement of a major empirical thesis of 40,000 to 60,000 words. In this subject students are required to complete a draft of one introductory chapter at a satisfactory standard.
A subject in the Professional Doctorate of Psychology in Clinical Psychology.
Aims & Objectives
The aims of this subject is to develop and extend:

- Skills in literature searching, plus review and integration of psychological literature
- Advanced understanding of research methodology as applied to a moderately sized independent research project
- Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
- Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
- Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Clinical Psychology field.

Content
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

Reading Materials
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.


HAYC667 Research Project (Clinical) G
50 Credit Points • 1 Semester • 1 Hour per Week or equivalent with supervisor

Hawthorn • Prerequisite: HAYC666

Teaching methods: Individual supervision. Students are provided with a detailed course manual which contains information to assist them in meeting the specific requirements of this research-based subject. • Assessment: The assessment requirements for the sequence of eight research subjects are designed to culminate in the step-by-step development of the final requirement of a major empirical thesis of 40,000 to 60,000 words. A subject in the Professional Doctorate of Psychology in Clinical Psychology.

Aims & Objectives
The aims of this subject is to develop and extend:

- Skills in literature searching, plus review and integration of psychological literature
- Advanced understanding of research methodology as applied to a moderately sized independent research project
- Skills in psychological measurement and statistical or qualitative analysis applied to an independent research project
- Practical research skills such as interviewing, recruitment of research participants, liaising with community organisations and completing ethics applications
- Skills in presenting research proposals and findings both orally and in writing and to produce a 40,000 to 60,000 empirical research thesis that is an original and significant contribution to knowledge in the Clinical Psychology field.

Content
The content of the research subjects varies according to the particular research project and the supervisor-supervisee working relationship. Within the supervision sessions it is expected that the supervisor will suggest reading materials, discuss reading and conceptual ideas, work with the student to plan the research project, give assistance with development or selection of appropriate measures and methodologies, give guidance with respect to ethics applications, data analysis and writing the thesis. It is expected that the student will read extensively, engage in high level conceptual analysis of written material and present that analysis in written form, plan an independent original empirical research project, present the project plan for feedback to a group of staff and students, negotiate all ethical approvals and permissions necessary for the study to proceed, recruit study participants, collate and analyse data, and develop the project into a written thesis of 40,000 to 60,000 words.

Reading Materials
Reading materials will vary according to the project. Some useful texts on thesis writing are as follows.

HBC454  Accounting Principles

12.5 Credit Points  •  7 Weeks or 1 Semester  •  5 Hours per Week (taught in block mode) or 3 Hours per Week (taught over one semester)  •  Hawthorn  •  Prerequisite: Nil  •  Teaching methods: Lecture and Tutorial  •  Assessment: Class participation 5%; Examinations 65%

A subject in the Graduate Certificate of Accounting

Aims & Objectives

• To develop a sound basic understanding of the main accounting reports which are the output of the accounting systems.
• To develop appropriate skills and techniques for analysing and interpreting accounting information.
• To learn how to recognise and select financial information relevant to particular business and financial decisions.
• To develop a sound basis of knowledge and interest in accounting that will serve as a basic foundation for further studies in this field.

Content

Introduction to Accounting & Financial Statements
Internal Performance Evaluation
External Performance Evaluation
Introduction to Management Accounting

References


HBC455  Accounting Information Systems

12.5 Credit Points  •  7 Weeks or 1 Semester  •  5 Hours per Week (taught in block mode) or 3 Hours per Week (taught over one semester)  •  Hawthorn  •  Prerequisite: HBC454  •  Teaching methods: Lecture, Tutorial and Computer Laboratory  •  Assessment: Mid-semester test 15%, Practice set assignment 15%, Final exam 70%

A subject in the Graduate Certificate of Accounting

Aims & Objectives

The overall subject objective is to develop in students an understanding of the use of computers in the managing and maintaining of a company's financial reports. The computerised processing of information is examined with the accounting package Quickbooks Pro 2002.

Content

• To provide participants with the skills and knowledge to effectively use and set up both manual and computerised accounting systems with an understanding of how issues of internal control of accounting systems and reports can be managed in an electronic environment.
• To provide students with an understanding of the use of computer-produced reports in the management and ongoing building of a business' competitive advantage.

The accounting equation is re-examined in order to prepare the balance sheet and profit and loss statement. The control of cash, debtors, stock and fixed assets are included, as are balance sheet adjustments and bank reconciliation statements. The internal control implications of aspects of accounting systems are also assessed.

References


HBC457  Business Modelling and Analysis

12.5 Credit Points  •  7 Weeks (part-time) or 1 Semester (full-time)  •  5 Hours per Week (part-time) or 3 Hours per Week (full-time)  •  Hawthorn  •  Prerequisite: Nil  •  Teaching methods: Lecture, Tutorial and Lab  •  Assessment: Final examination 50%; Assignments 35%; Class test – short answers 15%

A subject in the Graduate Certificate of Accounting

Aims & Objectives

The application of statistical analysis tools to business problems is an essential skill for competitive advantage. This subject focuses on the application of statistical tools and concepts to real-world decision making in order to motivate students to learn, understand, utilise and communicate business statistics appropriately. To enhance students' appreciation of the power of statistics, emphasis is placed on calculator and computer based analysis, rather than manual computations. Exclusive use will be made of financial/statistical calculators and in-built functions in M S EXCEL.

After successfully completing this subject students can expect to be able to:

• Select and apply appropriate tools to aid business decision making. Analyse financial data and solve basic financial problems. Undertake basic market research and use descriptive statistics to describe and compare data sets.

Understand basic probability which will facilitate accounting research, such as the application of sampling and estimation techniques. Apply regression techniques and use classical decomposition in order to forecast time series. Understand other business modelling tools such as index numbers and inventory management that will aid in the efficient running of a business. Be familiar with statistical and graphing functions in EXCEL, and Produce a non-technical management report.

Content

Financial Analysis

• DCF and financial mathematics.

Finance and Capital Markets Research

• Descriptive statistics
• Normal distribution
• Correlation and regression

Accounting Analysis

• Sampling and estimation
• Inventory management
• Index numbers
• Time series

Textbooks


Students will need to have financial/statistical calculators. The Sharp EL733A is recommended.

HBC529  Corporate Financial Management

12.5 Credit Points  •  1 Semester  •  3 Hours per Week  •  Hawthorn  •  Prerequisite: HBC457  •  Teaching methods: Lecture and Class discussion of issues and problems  •  Assessment: Assignments, Examinations.

A subject in the Graduate Diploma of Accounting

Aims & Objectives

• To provide students with an understanding of the concepts of corporate finance.
• To develop in students the skills of analysis and evaluation needed to apply the concepts of corporate finance to financial management.

Content

The subject is structured from the point of view of orientating the student to the fundamentals of managing the financial aspects of a business and covers the following topics:

• Financial mathematics.
• Concepts of valuation.
• Evaluation and selection of investment projects.
• Cost of capital.
• Sources of finance and financial intermediaries.
• Dividend policy.
• Financing methods and impact on capital structure.
• Modern portfolio theory.
• Current developments in finance.

Textbook

References

HBC531 Financial Reporting

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HBC454 • Teaching methods: Lecture and Class discussion of issues and problems • Assessment: Assignment 10% Tests 30% Examination 60%

A subject in the Graduate Diploma of Accounting

Aims & Objectives
The overall objective of this subject is to develop in participants an ability to think through corporate accounting issues, to develop an awareness of the financial accounting function within a company and the contemporary issues in the practice of financial accounting.

Content
The subject covers the following areas:
• Share capital and other forms of finance.
• Business combinations, including amalgamations, mergers and takeovers.
• Group accounting – particular emphasis on this topic. It includes the preparation of consolidated accounts, equity accounting and joint ventures.
• Availability of profits for distribution.
• Reconstruction and Company liquidation.
• Presentation of financial reports with focus on accounting standards.

Tax-effect Accounting.

References
Australian Corporations Legislation, Latest edn.

HBC532 Managerial Accounting

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HBC454 • Teaching methods: Lecture and Class discussion of issues and problems • Assessment: Assignments, Examinations

A subject in the Graduate Diploma of Accounting

Aims & Objectives
To introduce participants to the role of accounting in the planning and decision-making functions of the management process. To understand the characteristics and purposes of the main types of cost systems and how they provide information for costing products and services, for measuring the performance of managers and business segments, and for making strategic decisions.

Content
• Cost volume profit analysis.
• Costing products and services.
• Short-term decision analysis.
• Budgeting
• Performance measurement.
• Strategic decision-making.

References

HBC614 Company Auditing

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HBC531 • Teaching methods: Lecture and Class discussion of issues and problems • Assessment: Assignments, Examinations

A subject in the Master of Accounting.

Aims & Objectives
The broad objective of this subject is to familiarise participants with the underlying concepts, objectives and reporting function of the auditor. The subject deals with both theoretical and practical aspects of auditing. The aim is to integrate the concepts of auditing with practical approaches taken by the auditor to ensure participants gain a complete picture of the audit process.

Content
Theoretical topics studied include auditing methodology and the formulation of auditing standards, audit independence, the rights, duties and legal liability of auditors, ethical considerations, the audit report and the concept of risk, materiality and audit evidence, encompassing a review of internal control structures and the attendant control risk. Consideration is given to the impact of auditing in a CIS environment and different sampling methodologies. Students are given a hands-on appreciation of the use of generalised audit software in a case-study assignment. Students are also introduced to the area of public sector auditing.

References

HBC615 Financial Accounting Theory

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HBC531 • Teaching methods: Lecture and Class discussion of issues and problems • Assessment: Assignments, Examinations

A subject in the Master of Accounting.

Aims & Objectives
The objectives of this subject are:
• To examine the development of accounting theory and the methodology used by accounting theorists.
• To describe and critically analyse a framework of accounting concepts, including assets, liabilities and income.
• To use the methodology and the framework developed in the subject to study specific issues in financial accounting including the development of accounting standards, positive accounting theory, current measurement issues, ethics, intangibles, extractive industries, foreign currency translation and Triple Bottom Line reporting.

Although the subject is concerned with theory, considerable use is made of practical problems in parts of the subject to illustrate the application of theory.

Content
Topics studied include:
• Conceptual framework.
• Development of accounting theories.
• Development of accounting standards.
• Positive accounting theory.
• Accounting for: foreign exchange, financial instruments, extractive industries, intangible assets, self generating and regenerating assets.
• Income theory and measurement.
• Ethics, corporate governance and Triple Bottom Line reporting.

Textbook

References
HBC616 Income Tax Law
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HBC531 • Teaching methods: Lecture and Class discussion of issues and problems • Assessment: Assignments, Examinations
A subject in the Master of Accounting
Aims & Objectives
The overall objective is to develop in students an understanding of the Income Tax Assessment Act: 1936 and 1997, together with those acts which are complementary to the Assessment Act.
Content
Topics studied include:
- The nature of assessable income.
- Specific income types.
- Source residency and derivation.
- Eligible termination payments.
- Capital gains tax.
- Fringe benefits tax.
- Allowable and specific deductions.
- Taxation of companies and shareholders.
- Taxation of partnerships and individuals.
References
Australian Federal Tax Reporter, CCH Australia Ltd, Current edn.
Australian Income Tax Assessment, CCH Australia Ltd, Current edn.
Barkocy, S., Australian Tax Casebook, CCH Australia Ltd, NSW, Current edn.

HBC617 Financial Risk Management
12.5 Credit Points • 1 Semester • 5 Hours per Week • Hawthorn • Prerequisite: HBC529 • Teaching methods: Lecture and Tutorial • Assessment: Examination, Tests
A subject in the Master of Accounting.
Aims & Objectives
The subject examines the nature of risk in the context of financial decisions and the techniques used by management to identify and manage the risks.
Content
Specific topics include project risk analysis, options, futures and forwards, credit risk in financial institutions, swaps, managing interest rate risk, foreign exchange risk, and portfolio risk.
References

HBC618 Personal Investment
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HBC529 • Teaching methods: Lecture and Tutorial • Assessment: Assignments, Two tests, Examinations.
A subject in the Master of Accounting
Aims & Objectives
The purpose of this subject is to help participants learn how to manage their money and develop skills to be better able to advise others in managing their investments. To achieve this, it is necessary to learn about the investment alternatives available today and, more importantly, to develop a way of thinking about investments that will remain in the years ahead when new investment opportunities arise as a result of changes to our financial system.
More specifically, the subject objectives are:
- To acquaint participants with the various avenues for the investment of funds, including shares, fixed-interest securities and property.
- To review the impact of taxation on investment planning.
- To consider the fundamental principals of modern portfolio theory.
- To consider the process of portfolio selection and ongoing investment strategies.

To review the characteristics of financial futures and options and how they may be used to modify the risk-return profile of investment portfolios.
Content
- Taxation and the investor.
- Portfolio theory.
- Efficient markets.
- Fundamental and technical analysis.
- Interest-bearing investments.
- Managed investments and performance evaluations.
- Real estate.
- Warrants, rights and convertible securities.
- Options and futures.
- Superannuation.
- Financial planning and investment advice.
Textbook

References

HBC619 Strategic Cost Management
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: HBC322 • Teaching methods: One 3 hour class per week • Assessment: Class participation 15% Individual Assignment 25% Group Assignment 25% Individual Research Essay 20% Group Presentation 15%
A subject in the Master of Accounting
Aims & Objectives
Students will understand the nature of competitive strategy and the strategic management accounting tools and techniques to assist in formulating and evaluating business strategy. The emphasis will be on developing analytical skills and focusing on performance evaluation.
Content
Topics covered include:
- Strategic Planning.
- Situation Analysis.
- Strategic Choice.
- Value Chain Analysis.
- Strategic performance evaluation.
- Business Process Re-engineering.
- Target Costing.
- Managing Capacity and Theory of Constraints

References
Current Strategic Management Literature

HBC620 Capital Markets
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: All Graduate Diploma of Accounting subjects • Teaching methods: Lecture and Tutorial • Assessment: Final Examination 70% Assignment 30%
A subject in the Master of Accounting
Aims & Objectives
- To provide an understanding of how the money and capital markets function to provide the many services, and fulfill the many roles that they are expected to perform in today's world.
- To make students aware of how the money and capital markets facilitate the flow of savings into investment; guides payments and credit so that businesses can survive and prosper; supplies liquidity when it is most needed.
needed; protects against risk in its many forms; and provides a channel for economic policy to develop and sustain strong and stable economies.

### Content

**Topics include:**

- The many roles of the financial system in the global economy
- Financial assets, money and financial transactions in the global financial system
- Sources of information for financial decision-making in the money and capital markets
- Interest rates in the financial system, and relationship between interest rates and security prices
- Role of options and futures in the capital market
- Corporate stock and the capital market
- Characteristics of the money market and corporations in the money market
- Business borrowing in the money and capital markets.

### Textbook


### Aims & Objectives

- To familiarise students with various methods of data collection and analysis, which would be expected to be integral to the researcher in accounting and related disciplines. This is to contextualise the research, that is, to ensure that the researcher can choose the most appropriate methods, given the context in which the researcher operates.
- To ensure that, where students' research demands it, they are conversant with the appropriate application of statistics, through the use of a recognised statistical package, for example, SPSS.
- To have an extensive understanding of the ethics of research, in particular the Swinburne Code of Ethics for Research.
- To develop an appreciation of business ethics in relation to accountability and social responsibility.
- Develop students' ability to undertake a review of the latest literature in an accounting/finance-related area.
- Develop students' ability to formulate research questions and hypotheses.
- Develop the ability to successfully undertake a research project and write the results in a manner which would be acceptable for publication in an academic journal.

### Content

The intention of this subject is to provide both the theoretical and technical knowledge to assist participants to:

- Successfully formulate research questions for their Research Project.
- Determine the appropriate methodology or methodologies.
- Collect data.
- Analyse data.
- Link findings to the theoretical underpinning of the research.

Each student will select a topic in consultation with his/her supervisor. After preparing a literature review and developing a research question, the student will undertake a research project. The results will be written in the form of an article for publication.

### Textbook


### References


---


### HBG400 Strategic Employment Planning

**12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Learning activities through classes focusing on discussions, simulation exercises, online learning, experiential learning, collaborative learning, individual research and written work • Assessment: Information interview and industry research report, Completion of online programs and class activities, Job application folder, Strategic career action plan**

A subject in the Graduate Certificate of Business (Professional Practice)

### Aims & Objectives

This unit will introduce students to career planning and career management skills. They will become aware of employability attributes that may be sought by employers and strategies that may be used to develop these attributes. Students will be introduced to the nature of work in the 21st century and learn how to improve their career outcomes in this environment. Career planning theory and career management skills will be introduced to students. At the completion of this unit students should be able to:

- Develop an understanding of employability attributes sought by employers and identify strategies they can implement to improve these attributes.
- Develop life-long strategies to maximise career outcomes.
- Identify and understand the critical strategic methodologies and stages to being recruited to organisations in the current changing work environment.
- Understand the nature and strategic importance of the employee as an asset of the organisation and their link to the achievement of the organisation's business objectives, productivity and quality outcomes.
- Understand the nature of work in the 21st century and trends in the nature of work.

### Content

- Using current career planning models and theories.
- Analysis and strategic planning.
- Resume writing, application writing, networking and interviews.
- Assessment and psychometric testing tools.
- Personal reflection.
- Career research.

### Textbooks


### References

Beckhuisen, LE & Gazzano, L, *SkillScan: Skills Required for Career Development*, CA, 1993*


*Subscription required

### HBG401 Applied Project Management

**12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: Nil. Students will normally not be permitted to enrol in this subject if they have successfully completed HBM521 Project Management • Teaching methods: Classes, Laboratories, and case study analysis • Assessment: Case Studies, Individual assignment**

A subject in the Graduate Certificate of Business (Professional Practice)

### Aims & Objectives

Project managers can be found in all industries. Their numbers have grown rapidly as businesses have realised that much of what they do is project work. As project-
based organisations have started to emerge, project management is becoming established as both a professional career path as well as a way of controlling business and managing change. Opportunities in project management now exist not only in being a project manager, but also as part of the support team in a project office or as a team leader for part of a project (http://www.pmtoday.co.uk/).

This subject aims to introduce students to the many tools and techniques required to successfully plan, manage and implement a new project. Students will become familiar with traditional project management techniques as well as emerging practices.

At the completion of this unit, students will be able to:
- Define a project plan in terms of goals and objectives
- Use project management techniques to plan, implement and control a project
- Provide a project report in terms of resources, time and expected outcomes
- Demonstrate an understanding of how to use project management as a tool for organisational management

Content:
- What is a project
- Project organisation and planning
- Role of the project manager
- Scope, time and cost management
- Scheduling and resource allocation
- Budgeting and cost estimation
- Human resource management, incorporating staffing, team development and communication
- Project control and quality management
- Evaluating and terminating the project

Reading Materials:

HBG402 Individual, Group and Organisational Behaviour

12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Experiential Learning involving individual, group and class activities • Assessment: Individual and group assignments

A subject in the Graduate Certificate of Business (Professional Practice)

Aims & Objectives
This subject aims to give students experience and understanding of the issues facing managers and staff in organisations and the contexts in which they operate. Students are introduced to key themes and theoretical concepts relating to organisation and management of contemporary business organisations.

At the completion of this unit, students should be able to:
- Demonstrate an understanding and apply the concepts of strategy, structure, culture, external environment, team development, leadership and communication
- Appreciate the value of both independent and collaborative study
- Manage self and others in a variety of group settings characterised by uncertainty, diversity, ambiguity and change
- Take up effective roles in semi-autonomous work groups

Content
The subject focuses on the key concepts of organisational structure, strategy, culture, external environment, team development, leadership and communication.

It explores the relationships between each of the concepts and the roles that individuals take up within organisations.

Reading Materials:

HBG403 New Ventures for Professionals

12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Class participation, self study exercises, syndicate group discussions, presentations and external guest lecturers • Assessment: Written case study analysis (in class and syndicates) and recommendations, Reports presented in class

A subject in the Graduate Certificate of Business (Professional Practice)

Aims & Objectives
This subject provides an introduction to the skills necessary to commence a new professional practice. It commences with a self-audit of skills and resources possessed by the student. It will give the student a framework for generating, evaluating, and implementing new opportunities. It will achieve this by looking at the practical problems and issues of resource acquisition, market development of new start businesses and the key challenges facing entrepreneurs into the 21st century. It seeks to focus on the topic from the context of Australia's challenges and opportunities. The subject will be directed at developing practical skills and experience, rather than having a strong focus on theory.

At the completion of this unit, students will be able to:
- Demonstrate skills in sourcing new venture ideas
- Evaluate markets for new technology
- Demonstrate use concepts of financing and supply for new start operations
- Use operational system design and implementation for new ventures (purchasing and processing)
- Locate and evaluate sources of information and assistance for new ventures
- Demonstrate analytical and strategic perspectives to the operation of new business ventures
- Demonstrate an awareness of the strategies required to design and produce internationally competitive goods and services
- Demonstrate an awareness of the strategies required to market new goods and services in local and international markets

Content:
- Introduction and Outline
- Defining Entrepreneurial
- Historical Development of Entrepreneurial Practice
- Harvard Approach to Business Evaluation and Strategy Development
- Business License Information Sources/Business Structures
- People: Selection and Recruitment
- Dealing with Partners and Associates
- Finance, Taxation and Investors
- Operational Issues in Start-Ups - Structure and Relationship
- Building New Markets
- Ongoing Management Issues: Handling Growth
- Getting Investors Out/Public Listing

Reading Materials:

HBG404 Attributes for Employability

12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: M in mum 12 weeks, full-time equivalent; of documented work experience • Teaching methods: Guest lecturers, classes and a written Work Experience report • Assessment: Class attendance and a work experience report including reflection and benchmarking against the employability attributes (leading to ideas about career.

Swinburne University of Technology | Postgraduate Course Handbook 2005
Aims & Objectives
The subject aims to help students understand reflective learning, raise students' awareness of their own competitive strengths and weaknesses, identify learning objectives and instil a desire for continuous learning and professional development. At the completion of this unit students should be able to:

- Demonstrate the use a reflective journal as a learning device.
- Self-diagnose own professional strengths and weaknesses.
- Locate and use resources available to maintain professional currency.

Content
- Development of a reflective journal from the work experience.
- Group project - analytical assignment.
- Oral presentation - preparation and delivery about learning objectives and career plans.

Reading Materials
To be advised.

HBG405  Professional Attributes
25 Credit Points • 1 Semester • 5 Hours per Week • Hawthorn • Prerequisite: One year Industry-Based Learning placement, IBL Report and Reflective J.ournal

Teaching methods: Class activities centred on reflective learning utilising the students' Industry-Based Learning Experience for a group project, individual written work and an oral presentation. • Assessment: Group project, individual project, Rewored IBL Report, Portfolio, Oral Presentation

A subject in the Graduate Certificate of Business (Professional Practice)

Aims & Objectives
The subject aims to help understand reflective learning, advance the understanding of their own competitive strengths and weaknesses, learning objectives, opportunities and threats, and career plans. The subject aims to encourage a desire for continuous learning and professional development.

Content
- Exploration and reflection on the relationships between the student's skills and attributes, the skill requirements of their IBL position, individual needs and values, motivations and satisfaction with their IBL placement.
- Reworking of IBL Reports focusing on improvements in spelling, grammar, style, content, work outcomes; also reflection on employability attributes, learning objectives and career plans.
- Further development of work portfolios validating and supporting identified skills and attributes.
- Oral presentation - preparation and delivery about learning objectives and career plans.

Reading Materials
To be advised.

HBG500  Business Research Methodology
25 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: Nil

Teaching methods: Lecture, Tutorial, Laboratories and Seminar • Assessment: Class work, Quantitative assessment, Qualitative assessment

A subject in the Graduate Diploma of Business (Research Methodology)

Aims & Objectives
To equip students with the necessary research skills to conduct studies for higher degrees. The student will become competent in finding, evaluating and applying research findings to a wide variety of problems. Students will be exposed to all research methods not just those relevant to their discipline of study. The subject intends to provide the student with sufficient generic understanding of the broad content of the discipline within which the project has been taken.

Content
- Selection of a sample.
- Selection of a measuring instrument.
- Selection and evaluation of qualitative and quantitative research methods.
- Data analysis and interpretation.
- Preparation of a research report.
- Research critiques.

Textbook

References

HBG510  Business Research Project
50 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Supervision • Assessment: Project Report

A subject in the Graduate Diploma of Business (Research Methodology)

Aims & Objectives
The student's independent work will be supervised by a suitably qualified member of Swinburne academic staff. The topic of the project, while being set by the student, must be one consistent with:

- The broad content of the discipline within which the project has been taken.
- The capacity of the student to realistically complete research into the topic in the prescribed time.
- A standard deemed by the examiner to be publishable.

Content
Normally, a student will produce a written research project of between 10,000 and 15,000 words. The structure of the project report will be consistent with the quality expectations that are carried with a work of this kind.

The project will include:
- A statement of the issue.
- Hypothesis or problem.
- A current literature review.
- Cogent argument.
- Clear conclusions and if necessary, appropriate recommendations.

In addition, a minimum of two workshops/seminars from the Library courses offered or the Office of Research and Graduate Studies calendar of workshops and activities must be attended. Although these do not constitute assessable activities per se, students may be required to make a short, public presentation of the material covered.

Reading Materials
References will be discipline specific.

HBG511  Current Issues in Business: Advanced Reading Unit
25 Credit Points • 1 Semester • Contact hours will be determined in consultation with a student's supervisor • Hawthorn • Prerequisite: Nil • Teaching methods: Supervision • Assessment: Public presentation within the School of Business. This may be within a discipline group or some other group considered appropriate within the School. Preparation of a short report to complement the presentation.

A subject in the Graduate Diploma of Business (Research Methodology)

Aims & Objectives
To equip students with the necessary skills to research identified current issues in the business world, present the arguments on both sides of the case, and come up with a cogent conclusion. Examples of current issues might include:

- Internationalisation/globalisation.
• Knowledge management.
• Performance management.
• Ethics and governance.
• Internet fraud and abuse.
• Environmental issues.
• Competitive advantage and sustainability.
• Coping with change.
• Organisational structures and trends.
• Technology implementation and transformation.
• The role of government in business.

Content
The student will produce a written report on a current business issue identified from readings of daily/weekly newspapers, current affairs programs, professional journals/magazines and texts. The report and the presentation will normally include:
• A statement of the issue.
• A review of readings from both sides of the case.
• A cogent argument.
• A clear, rational conclusion.

In addition, a minimum of two workshops/seminars from the Library courses offered or the Office of Research and Graduate Studies calendar of workshops and activities must be attended. Although these do not constitute assessable activities per se, students may be required to make a short, public presentation on the material covered.

Reading Materials
Discipline specific.

HBH522 Managing People across Cultures
12.5 Credit Points  • 1 Semester  • 2.5 Hours per Week  • Hawthorn  • Prerequisite: All subjects in the Graduate Certificate of Business (Human Resource Management)  • Teaching methods: Presentation of theoretical material from a number of sources, such as textbooks and articles, case studies and experiential activities drawing on students' practical and workplace experience, class discussion, reflection, and consultation on workplace projects.  • Assessment: Consulting assignment reports 60%; Study and learning group report, Presentation and participation 40%.

A subject in the Graduate Diploma of Business (Human Resource Management).

Aims & Objectives
• To develop an understanding of group and intergroup dynamics.
• To develop an understanding of the consulting process and gain some skills in consulting and facilitation.
• To consider issues in developing consultant/client relationships and the negotiation of role boundaries.
• To increase self-awareness in the consulting role and reflect on issues such as power, influence, values and ethics in the consulting process.
• To develop intervention skills in dealing with group and organisational task processes, including organisational change and resistance.
• To apply learning to students' 'real world' situations.

Content
• Group dynamics – task and process.
• Consulting cycle – contact and entry, diagnosis, planning and decision making, implementing and evaluation.
• Personal and interpersonal consulting skills.
• Action learning.
• The politics of HRM consulting.
• A psychodynamic perspective of HRM.
• Issues in change management.

Textbooks

References
HBH526  HRM in the Business Environment

12.5 Credit Points  • 1 Semester  • 2.5 Hours per Week  • Hawthorn  • Prerequisite: All subjects in the Graduate Certificate of Business (Human Resource Management) • Teaching methods: Lectures and tutorials • Assessment: Individual Assignment 40%  Group Work Assignment 40%  Presentation of group research 20%
A subject in the Graduate Diploma of Business (Human Resource Management)

Aims & Objectives
The aims of this subject are:
• To enhance students' understanding of the business environment and strategies relevant to the HRM functions
• To enhance students' analytical skills in understanding the relationship between business and HR theories and practices

Content
The fundamentals of Human Resource Management models and theories, together with the application of its concepts and practices in the business environment with a focus on management and operations, information systems, marketing, finance and accounting activities.

Textbook

HBH527  Leadership and Team Dynamics

12.5 Credit Points  • 1 Semester  • 2.5 Hours per Week  • Hawthorn  • Prerequisite: All subjects in the Graduate Certificate of Business (Human Resource Management) • Teaching methods: Experiential activities; Mini-lectures and workshops  • Assessment: Major work-related assignment 50%  Case study 20%  Minor assignment 30%
A subject in the Graduate Diploma of Business (Human Resource Management)

Aims & Objectives
The objectives of this subject are:
• To impart to the student an overview of the concepts, theories and research findings in the field of leadership and team dynamics, with particular relevance to the HR Manager
• To demonstrate to the student how leadership is applied in practice in relation to individuals, groups, and the overall organization
• To enhance skill development in various aspects of leadership and team dynamics

Content
This subject analyses and applies research findings, practice and skills in regard to leadership and team dynamics. The main issues for discussion include: nature and importance of leadership, traits and characteristics of leaders, effective leadership behaviours and attitudes, leadership styles, power and politics, team dynamics, self-managing work teams, motivation and coaching, problem-solving and communication, conflict resolution, diversity, and leadership development.

Reading Materials

HBH621  Organisational Context and Dynamics

12.5 Credit Points  • 1 Semester  • 2.5 Hours per Week  • Hawthorn  • Prerequisite: All subjects in the Graduate Diploma of Business (Human Resource Management) • Teaching methods: Presentation of theoretical material from a number of sources, such as textbooks, articles, experiential activities, class discussion, reflection, workplace project and case analysis • Assessment: Individual workplace case analysis and presentation 70%, Group assignment and presentation 30%
A subject in the Master of Business (Human Resource Management)

Aims & Objectives
This subject aims to enable students:
• To develop an understanding of the critical links between strategic planning, organisational change and people performance in achieving organisational success.
• To identify the importance of the integration of business, functional and HRM strategies.
• To consider the HRM strategic choices available in the areas of staffing, performance evaluation, reward practices, management development and HRD and their contribution to an organisation meeting its business objectives.
• To identify the HRM impacts of key business decisions such as acquisitions, mergers, downsizing, technological change and globalisation.
• To explore various theories and models of organisational change which can be considered in the process of strategy implementation.
• To explore the practicalities of developing a strategic HR plan through carrying out a workplace project.

Content
• Strategic Context - Understanding internal and external environments, managing change from a strategic perspective, business, HRM and functional strategies, current strategic issues such as globalisation, delegation to line management, outsourcing, telecommuting, social responsibility and ethics.
• Managing the HRM Activity - Strategic Choices - Workforce planning, attraction and placement of human resources, maximising HR productivity, quality and continuous improvement, maintaining human resources and strategic separation.
• Developing Capability and Performance - Aligning employee expectations with strategy, enabling and evaluating performance.

Textbook

References

Swinburne University of Technology | Postgraduate Course Handbook 2005
• To demonstrate familiarity with some of the current theories about organising, managing and leading in HRM practice.
• To communicate their reflections, analyses and interpretations of organisational dynamics and activities in a clear and lucid manner, whether in written or oral form.
• To use current theories to support their chosen perspectives, analyses and interpretations.
• To apply their reflections, analyses and interpretations of organisational dynamics in order to develop recommendations for specific HRM and managerial action.
• To reflect on the interrelatedness of the HRM consulting role and organisational dynamics and recommend how to contribute to and enhance organisational performance.

Content
The purpose of the subject is to introduce students to a metaphorical approach to organisational analysis and to develop an understanding of their own preferred approaches to managing. Various aspects of organisational dynamics will be considered including mechanistic, organic, political, cultural, ethical and psychic prison approaches to understanding organisations.

Textbooks
Bolman, L., Deal, T., 1997, Reframing Organisations, 2nd edn, Jossey Bass, California, USA.

HBH622 Strategic Workplace Research Proposal

12.5 Credit Points • 1 Semester • The equivalent of 2.5 Hours per Week (taught in block mode) • Hawthorn • Prerequisite: All subjects in the Graduate Diploma of Business (Human Resource Management) • Teaching methods: Presentation of theoretical material from a variety of sources, class discussion and reflection on the business research process which draws on students’ practical and workplace experience, and group consultation on workplace project proposals • Assessment: Presentation of workplace proposal 30%, Report on workplace proposal 70%.
A subject in the Master of Business (Human Resource Management)

Aims & Objectives
• To provide students with frameworks for the development of the workplace project proposal drawing on skills and concepts presented in the course.
• To familiarise students with various methods of business research integral to a business-focused researcher in human resource management.
• To develop an understanding of the issues associated with contracting with organisations in relation to the workplace project, including ethical practices and confidentiality.
• To provide students with an understanding of the ethics of research and, in particular, the requirements of the Swinburne Code of Ethics for Research and the preparation of an ethics application.

Content
• The development of the proposal in this subject will form the basis of the students’ entrepreneurial strategic workplace project and be integral to its conduct and completion.
• Identification and formulation of research projects.
• Organisational contracting.
• Business research methods, data collection and analysis.
• Literature searches and reviews.
• Consideration of strategic and entrepreneurial strategies.
• Business research ethics.
• Ethics application and project proposal preparation.

Textbooks

References


HBH623 Business Transformation and the Entrepreneurial HR Manager

12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: All subjects in the Graduate Diploma of Business (Human Resource Management) • Teaching methods: Presentation of theoretical material from a variety of sources, class discussion, consideration of business financial and technological systems in organisations which draws on students’ practical and workplace experience • Assessment: Personal analysis 25% Case study presentation and critiques 25% Work-related assignment 50%
A subject in the Master of Business (Human Resource Management)

Aims & Objectives
The purpose of this subject is to provide students with an appreciation and an understanding of:
• What entrepreneurship is.
• How to foster and manage creativity, change and innovation in individuals.
• How to foster and manage creativity, change and innovation in organisations.
• The differences in managing the evolving organisation as opposed to the established firm.
• The role of the HRM function in support of entrepreneurship change and creativity in organisations.

Content
• The nature of entrepreneurship.
• Understanding the entrepreneurial perspective in individuals.
• An HR perspective on developing creativity and understanding innovation.
• Intrapreneurship: developing entrepreneurship in the corporation.
• Strategic planning for emerging ventures.
• Entrepreneurship as it relates to strategic planning and developing a competitive advantage.
• The critical role of a human resource management perspective in entrepreneurial firms.
• Managing entrepreneurial growth.
• The challenge of managing new venture start-ups and why new ventures fail.
• Leadership, power and motivation in the entrepreneurial venture.
• Management succession and continuity: a family business perspective, generational changes, changing workplace patterns.
• International opportunities for entrepreneurs and the entrepreneurial organisation.
• Women and minority entrepreneurs: emerging trends.
• Ethical and social responsibility challenges in entrepreneurial organisations.

Textbooks
To be advised

HBH625 Knowledge Management

12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: Completion of the Graduate Diploma of Business (Human Resource Management) • Teaching methods: Presentation of theoretical material, Case studies and Experiential Exercises • Assessment: Case studies and discussion 20%, Group report 20%, Individual research report 60%
A subject in the Master of Business (Human Resource Management)

Aims & Objectives
• Understand the theory and practice of knowledge management in organisations.
• Understand knowledge as an intangible asset in the current knowledge economy.
• Articulate the links between knowledge, learning and organisational change.
• Integrate knowledge management and information technology applications.
• Provide tools for designing, setting up and auditing a knowledge management project.
• Developing a knowledge management strategy for an organisation.

Content
This subject develops an understanding of knowledge management through understanding differences between information and knowledge, capitalisation of intangible assets, maximisation of value in knowledge, evaluation of technology and its effect in knowledge management, knowledge management and human resources management and community of practice of knowledge management.

References
Online material on blackboard electronic reserve


Aims & Objectives
A subject in the Graduate Certificate of Business (International Business)

12.5 Credit Points 1 Semester  Hawthorn  Prerequisite: All subjects in the Graduate Diploma of Business (Human Resource Management) Corequisites: HBH452, Teaching methods: Presentation of theoretical material from a variety of sources, class discussion and reflection on the business research process which draws on students’ practical and workplace experience and group consultation on workplace project proposals. - Assessment: Presentation of workplace project and 8000–10000 word research report

A subject in the Master of Business (Human Resource Management)

12.5 Credit Points 1 Semester  Hawthorn  Prerequisite: All subjects in the Graduate Diploma of Business (Human Resource Management) Corequisites: HBH452 - Teaching methods: Presentation of theoretical material from a variety of sources, class discussion and reflection on the business research process which draws on students’ practical and workplace experience and group consultation on workplace project proposals. - Assessment: Presentation of workplace project and 8000–10000 word research report

Aims & Objectives
In general the subject aims to provide personal and professional development for students, and at the same time meet a specific organisational need. Given the current context of business enterprises, and through the vehicle of a workplace project, this subject aims to:
• Assist students to draw together and utilise the concepts and skills presented in the course, and apply these to an HRM workplace issue which contributes to their chosen organisation’s improvement.
• Develop students’ capabilities through their demonstration of strategically astute, business-outcome-focused, innovative and entrepreneurial solutions to business problems/issues.
• Encourage personal development of students’ practitioner capability through demonstration of business acumen in relation to the chosen workplace project.

Content
• Literature searches and reviews in relation to the topic of the workplace project.
• Collection and analysis of data.
• Consideration of strategic and entrepreneurial strategies and solutions.
• Business research ethics.
• Personal reflection on learning outcomes in relation to the research and the researcher.
• Group and individual supervision.
• Research report progress reviews.

Reading Materials
None prescribed.

12.5 Credit Points 1 Semester  Hawthorn  Prerequisite: All subjects in the Graduate Diploma of Business (International Business)

Aims & Objectives
Introduce students to International Business principles and practices

Content
Topics considered include:
• Key IB concepts
• Organisation preparedness to go global
• Economic issues
• Political-legal environment
• Cultural environments
• International business planning
• Market entry modes
• Management and financial issues
• Introduction to sustainable competitive advantage
• The role of government and trade policy

Textbook

References

Aims & Objectives
In general the subject aims to provide personal and professional development for students, and at the same time meet a specific organisational need. Given the current context of business enterprises, and through the vehicle of a workplace project, this subject aims to:
• Assist students to draw together and utilise the concepts and skills presented in the course, and apply these to an HRM workplace issue which contributes to their chosen organisation’s improvement.
• Develop students’ capabilities through their demonstration of strategically astute, business-outcome-focused, innovative and entrepreneurial solutions to business problems/issues.
• Encourage personal development of students’ practitioner capability through demonstration of business acumen in relation to the chosen workplace project.

Content
• Literature searches and reviews in relation to the topic of the workplace project.
• Collection and analysis of data.
• Consideration of strategic and entrepreneurial strategies and solutions.
• Business research ethics.
• Personal reflection on learning outcomes in relation to the research and the researcher.
• Group and individual supervision.
• Research report progress reviews.

Reading Materials
None prescribed.

**HBI550  Trends in International Business**

12.5 Credit Points  • 1 Semester  • 2.5 Hours per Week  • Hawthorn  • Prerequisite: Completion of all Stage 1 subjects in the Master of Business (International Business) or equivalent  • Teaching methods: Seminars, Field Work, International Strategy Simulation  • Assessment: Work related project 60%; International Strategy Simulation performance 10%; Personal journal on the International Strategy Simulation 30%; (An aggregate of 50% is required to pass this subject)

A subject in the Graduate Diploma and Master of Business (International Business)

**Aims & Objectives**

This subject aims to provide students with up to date trends in International Business and their practical application to their workplace/situation.

This aim is achieved through the presentation of recent trends in International Business theory presented by specialist academic staff in their areas of current research. The student through the subject assessment can delve deeply into some of these trends and prepare a plan to implement a response.

In addition students can develop an understanding as to how International Business decisions impact on all functions of the organisation through the participation in a International Strategy Simulation.

**Content**

Includes current areas of staff research such as:

- Strategy
- Deregulation
- International Trade in Services
- Globalisation
- E-business
- Corruption
- Consumer Behaviour – "A revised model of destination choice by international students”
- Industry specific - “The influences of uncertainty created through safety, racism and domestic politics with country selection behaviour for international students”

**Reading Materials**

No one text as yet identifies all these issues. As this is a ground-breaking subject it is likely references will be from contemporary journal articles and websites. The contemporary references for the selected topics will be provided by the topic presenters. Although works in journals such as the following would be a guide to subject content:

- Australian Journal of International Affairs
- Harvard Business Review
- Journal of International Business Studies
- Journal of International Marketing
- Journal of Management Studies
- International Marketing Review
- Sloan Management Review

**HBI551  Australian Trade and Investment with the World**

12.5 Credit Points  • 1 Semester  • 2.5 Hours per Week  • Hawthorn  • Prerequisite: Completion of all Stage 1 subjects in the Master of Business (International Business) or equivalent  • Teaching methods: Seminar approach, combining lectures and discourse.  • Assessment: Class Presentation 20%; Essay 30%; Test 50%

A subject in the Graduate Diploma of Business (International Business)

**Aims & Objectives**

This course has the objective of bringing to the student the social, political and economic realities of Australian trade and investment involvement with the world. It is an examination of globalisation from the Australian business perspective and how Australian exporters and investors need to operate in the global business environment.

The course will bring basic business realities when doing business globally and especially from the Australian exporter and investor perspective. It will focus across the world markets and not just in specific geographic regions. It will examine different performing sectors and the issues around their performance on the world market.

**Content**

The content will consist in dealing with the issues which an Australian exporter and /or investor must face when doing business abroad. It will deal with cultural, social and economic issues which help or hinder being successful globally. The content will attempt to present the bigger business picture which trade operators must grapple with as well as Australian business success stories on the global market.

**Reading Materials**

Contemporary journal articles and other readings will be advised during classes.
DFAT, 2002, Composition of Trade.

**HBI552  Business in Asia, United States and Europe**

12.5 Credit Points  • 1 Semester  • 2.5 Hours per Week  • Hawthorn  • Prerequisite: Completion of all Stage 1 subjects in the Master of Business (International Business) or equivalent  • Teaching methods: Seminar approach, combining lectures and discourse.  • Assessment: Group case study 30%; Individual networking visits/reports 20%; Assignment 50%

A subject in the Graduate Diploma of Business (International Business)

**Aims & Objectives**

This subject aims to provide students with the knowledge to enable them to understand existing business environments. The general approach taken is to view this from the point of view of Australian business. The use of culture models and theories will be the foundation of understanding. This subject also examines the business links and opportunities that may exist for Australian businesses and organisations.

**Content**

Particular attention is paid to regional and sub-regional groupings based on economic and business factors.

- To provide an understanding of some important macro-environmental factors which affect the conduct of business in the major markets. Special attention is given to the political-legal environments and the social-cultural environments.
- To study and learn about the various business practices and cultures prevailing in the regions.
- Identify various inter-cultural nuances in interpersonal communications such as negotiations

Specific topics will include:

- Negotiation overview
- East Asia cultural institutions
- North East Asian Business Practices
- South East Asian Business Practices
- Doing Business in the Americas
- Australian business approach towards the US
- Europe – the old continent is changing
- Europe – Religious roots in Northern Europe's capitalist system
- Europe – Artisans, tactics and diplomacy in Southern Europe
- Europe – Religious roots in Northern Europe’s capitalist system
- Europe – Old and new structures in Eastern Europe

**Textbook**


**References**

To consider the individual economies of the EU in terms of the European

Aims & Objectives

A subject in the Graduate Diploma and Master of Business (International

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite:

HBI561  European Union - Business Context

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite:


HBI562  International Business in the Italian

Context

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite:


References


HBI563  Ethical Issues in International

Business

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite:

Nil  Teaching methods: Seminar approach, combining lectures and discourse.  Assessment: Class Tests 60%

A subject in the Graduate Diploma and Master of Business (International

Business).

Aims & Objectives

This subject aims to raise the awareness, recognition and management of a range

of current relevant issues to International Business.

Content

This subject consists of modules of current significance to International Business.

All modules raise ethical issues for International Business. The subject will be

made up of four of the following five modules - business ethics, corporate
governance, international taxation, environmental issues and corruption.

The modules are chosen to heighten understanding of the issues from the

perspective of managing a business with international dealings. All of the

modules raise ethical issues for business, and raise a range of specific issues for

businesses, which trade or transact across country boundaries. A focus of the

subject is to raise awareness of the implications of international differences

within the scope of each module. Topics within modules provide contemporary

elements of issues that businesses are required to address and make related

policy decisions. The themes of each of the five modules are summarised below.
Subject Details

| 163 |

- Business Ethics highlights the philosophical background of business ethics, ethical decision making models, and uses case studies from different cultural perspectives to test ethical theories and the appropriateness of models for International Business' decision making.

- Corporate Governance issues include the changing nature of corporate governance in a global context. International differences in the legal framework underpinning corporate governance are studied, as is the role of the Audit Committee according to International Standards of Auditing.

- International Taxation issues highlight the differences in approach to taxation that are relevant to international business activities. Specific topics include Double Tax Treaties, tax havens, and a recognition of different national tax laws and their effect on decisions affecting a range of International Business activities.

- Environmental Issues relevant to International Business include the causes and effects of modern environmental problems, and ways of finding more sustainable ways of conserving and enjoying the environment.

- Corruption in International Business identifies different practices, cultures, and conventions of doing business. A significant focus will be on the OECD Convention on the Bribery of Foreign Government Officials and its impact on business practices and procedures.

Reading Materials

There will be heavy reliance on current journals, newspapers, and media releases throughout the course. No one test will be appropriate for all modules. An example of useful references are listed below:


HBI650 International Investment and Taxation

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite: Completion of Stage 1 subjects in the Masters of Business (International Business) or equivalent  Teaching methods: Class  Assessment: Two tests or research essays 50%; Final examination 50%

A subject in the Graduate Diploma and Master of Business (International Business)

Aims & Objectives

This subject is aimed at the needs of any business person or professional adviser operating in an international business environment. It is focused on three aspects of foreign investment: legal aspects, ethical aspects and taxation aspects.

Content
- Legal aspects of foreign direct investment (FDI)
- International treaties
- Investment measures in the WTO, NAFTA and in any US/Australia Free Trade Agreement
- Corruption in international business
- Ethical aspects of foreign investment
- Introduction to the Australian taxation system
- Comparison of the Australian taxation system with other countries
- Analysis of current developments in international taxation

References

Holland, PA. 2003, Foreign Investment and the Law in Australia, Melbourne, Swinburne Press.


CCH International Master Tax Guide


HBI650 Global Business Strategy

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite: Completion of Stage 2 subjects in the Masters of Business (International Business)  Teaching methods: Seminar approach, combining lectures and discourse  Assessment: Case Analysis 25%; Class Paper 15%; Class Participation 10%; Research Paper 50%

A subject in the Master of Business (International Business)

Aims & Objectives

This subject will provide an appreciation of the various issues in developing international strategy for goods and service industries. This subject will build on the subject content of earlier subjects in explaining the global spread of industries as well as for specific companies. It will help students in developing the ability to manage those aspects of running a business that affect its competitive position in an global environment.

Content
- Understanding Global Business Strategy
- Diagnosing Industry Globalisation Potential
- Building Global Market participation
- Global Products & Services
- Locating Global Activities
- Managing Global Competitive moves
- Building the Global Organisation
- Regional Strategy
- Measuring Industry Drivers and Strategy levers

Textbook


References

In keeping with current global issues, much of the reading will come from recent academic journals and the current press.

Doyle, P. 2000, Value Based Marketing, Chichester, Wiley.


HBI651 International Case Studies

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite: Completion of Stage 2 subjects in the Masters of Business (International Business)  Teaching methods: Seminar approach, combining lectures and discourse  Assessment: Class participation and class work as minor assignments 40%; Major case study assignment 60%

A subject in the Master of Business (International Business)

Aims & Objectives

- To consolidate and integrate the learnings of students in the Master of Business (International Business) course to enable a holistic view of the management of international businesses.
- To take the view of a consultant to a number of companies facing international business problems to present solutions to the companies.
- To be able to work in a number of multi-functional/cultural teams to solve business problems.

Content

Evaluation / techniques

- Evaluation will be based on the student's ability to apply all the skills learned in preceding subjects case studies.
Evaluation metrics
- The insights of students into a company's situation
- The development of creative solutions to a company's problems
- The quality of analysis in complex and ambiguous contexts. This will involve the use of appropriate analytical tools and the ability to discriminate between relevant and irrelevant data.

Reading Materials
Cases are expected to be drawn from a number of international case study books and texts.

HBL460  Dissertation / Action Research Project
25 Credit Points • 2 Semesters • 2.5 Hours per Week • Hawthorn • Prerequisite: HBM620 • Teaching methods: Briefing and Personal Supervision • Assessment: 25000-30000 word dissertation/action research report conducted through progressive assessment (Proposal 20%)
A subject in the Master of Business (International Business)

Aims & Objectives
The subject aims to develop the management capabilities of participants through their engagement in a real organisation project/issue, which contributes to their organisation’s improvement. The fundamental approach taken is that of Action Learning. Participants will be engaged in developing their own management capabilities and their knowledge of effective management through engaging in international business/management action and systematically reviewing that action.

Content
Students will select one organisational international business issue in consultation with their organisation and supervisor. The project will need to cater for both the student's personal development needs as well as the organisation's needs.

The student’s learning needs and the organisation's requirements will be set out in a project proposal. This will identify the nature of the issue, the organisation’s objectives, the participant’s personal learning objectives, timelines, action plans and reflection and review arrangements.

Students will meet together regularly with their supervisor and in an Action Learning group to review their progress and reflect upon the nature of management action and consider this in light of others’ experience and relevant academic literature.

Concurrently each student will maintain a diary as a means of assisting them to collate data and to review and reflect upon their experience.

A report of project achievements and learning, together with recommendations to the organisation, will be written up by participants in a form suitable for academic assessment and the organisation’s use.

Reading Materials
None prescribed

HBL458  International Commercial Law
12.5 Credit Points • 1 Semester • 3 Hours per Week or 5 Hours per Week over 7 Weeks (block mode) • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures and Class discussion of issues and problems. • Assessment: Two tests 25% each; Final examination 50%.
A subject in the Graduate Certificate of Accounting

Textbook

References

HBL458  Australian Contract Law
12.5 Credit Points • 1 Semester • 3 Hours per Week or 5 Hours per Week over 7 Weeks (block mode) • Hawthorn • Prerequisite: HBL458 • Teaching methods: Lectures and Class discussion of issues and problems. • Assessment: Tests 50%, Final examination 50%.
A subject in the Graduate Certificate of Accounting

Aims & Objectives
The aim of this subject is to enable students to gain an understanding of the law applicable to contracts, and in particular those negotiated during the course of the establishment and conduct of businesses.

Content
Topics include:
- The Australian legal system
- Formation of contract
- Terms of a contract
- Validity of a contract
- Termination of contract
- Remedies for breach of contract

Textbook

References

HBL528  Australian Company Law
12.5 Credit Points • 1 Semester • 3 Hours per Week or 5 Hours per Week over 7 Weeks (block mode) • Hawthorn • Prerequisite: HBL458 • Teaching methods: Lectures and Class discussion of issues and problems. • Assessment: Tests 50%, Final examination 50%.
A subject in the Graduate Diploma of Accounting

Aims & Objectives
The subject commences with an examination of the choices available to the entrepreneur, such as operating as a sole trader, entering into a partnership or joint venture, utilising a trust, or entering into a franchise agreement. The primary focus is on companies and the provisions of the Corporations Act. In particular, the subject deals with the incorporation of companies, the relationship between companies and outsiders, the raising of capital, corporate governance, the rights of members and the options available to companies and creditors when a company is in trouble.

Content
Topics studied include:
- Business structures
- Creation of companies
- Company contracts and relations with outsiders
- Shareholders and the company
- Company management and directors’ duties
- Members’ remedies
- The company in trouble

Textbook
Lipton, P. and Herzberg, A. 2005, Understanding Company Law, 12th edn, Sydney, Law Book Company.

References
Aims & Objectives

• To develop students' understanding of marketing as a social practice.
• To broaden students' knowledge from the microscopic focus on the customer's behaviour in the exchange process and consider the behaviour of both the buyer and seller.
• To broaden students' knowledge beyond existing marketing management and give them an understanding of the full implications of social exchange for marketing practices.
• To understand the evolutionary development of marketing practices and its drivers.
• To position current practices in their cultural, technological and economic milieu.

Content

• To analyse marketing environments and develop innovative and appropriate marketing practices.
• To be able to integrate multi-disciplinary contributions to marketing into a conceptual model.

References


HBM420 Marketing Fundamentals and Practices

12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Seminar Approach, combining Lectures and Discourse • Assessment: Individual report 15%, Group assignment 40%, Final test 45%
A subject in the Graduate Certificate of Business (Marketing)

Aims & Objectives

• To examine the development of marketing theory and practice as it applies to the business and organisational community.
• To apply this understanding to business practices through the analysis of the role of the marketing function in goods, services and institutional sectors of the economy.
• To examine how the legal system affects the product market decision-making processes.
• To develop students' analytical and creative approaches to solving marketing problems and encourage them to apply their learning to their own organisation.

Content

• The origins and development of the marketing function.
• Marketing's perceived role in organisations.
• Problems in the application of the marketing function in organisations.
• An examination of the elements of the marketing mix and their application in the planning process.
• The nature of the marketing concept as it applies to goods and services and the legal liabilities for quality of goods and services.
• Intellectual property protection, protection of brand names for goods and services, inventions and designs.
• Trade practices compliance.

Textbook


References


HBM421 Market Behaviour

12.5 Credit Points • 1 Semester • 2.5 Hours per Week • Hawthorn • Prerequisite: HBM420 • Teaching methods: Seminar Approach, combining Lectures with Discourse • Assessment: Individual assignment 50%, Text 40%, Class participation 10%
A subject in the Graduate Certificate of Business (Marketing)

Aims & Objectives

• To develop students' understanding of marketing as a social practice.
• To broaden students' knowledge from the microscopic focus on the customer's behaviour in the exchange process and consider the behaviour of both the buyer and seller.
• To broaden students' knowledge beyond existing marketing management and give them an understanding of the full implications of social exchange for marketing practices.
• To understand the evolutionary development of marketing practices and its drivers.
• To position current practices in their cultural, technological and economic milieu.

Content

• Understanding the importance of research for the marketing management process.
• Translating management problems into marketing research problems and research questions.
• Using secondary data as a useful management information tool.
• Understanding the ethics involved in the marketing research industry.
Aims & Objectives
To give students an understanding of:
- The concrete benefits to be gained from marketing planning.
- The conceptual tools of environmental analysis.
- The skills in the application of the tools in practical analysis of actual situations.
- The environment of their own organisations by applying their knowledge and skills.
- The global and local trends in marketing planning.
- The financial factors and legal controls on marketing planning.
- To develop students’ knowledge of the financial factors in, and the legal controls on, marketing planning.

Content
- Why plan?
- How planning works in different industries.
- Generic planning structures.
- Exposition and rationale of the key elements of a marketing plan.
- The financial framework for planning.
- Cost concepts, cost behaviour and cost estimation, short-term budgeting, cost/volume/profit analysis.
- The planning process in detail 1: Where are we now?
- The planning process in detail 2: Where do we want to go? - Global and local trends, industry-level analysis.
- The planning process in detail 3: What are the legal issues? - Legal controls on promotion and on distribution and pricing decisions.
- The planning process in detail 4: How are we going to get there? - Implementation. Planning in practice - Application of the theoretical structure to a real issue.
- Generic marketing strategies.

Textbook

References
HBM520  Trends in Marketing

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite: Nil  • Teaching methods: Seminar Series, Management Simulation  • Assessment: Work-related project 60%, Management simulation 40%

A subject in the Graduate Diploma of Business (Marketing).

Aims & Objectives
This is a compulsory introductory subject for students enrolling directly into the Graduate Diploma of Business (Marketing). It will provide a grounding in marketing concepts which will prepare students for the other subjects in the graduate diploma. It aims to provide students with up-to-date information about trends in marketing and show them how these can be applied to their own workplace/situation. It will give students an understanding of the interaction and complexity of marketing in business situations via a simulation (using a management game).

Content
The academic staff from the marketing discipline will present their latest research which will encompass the latest trends in marketing.

Reading Materials
References will come from learned and trade-related journals

HBM521  Project Management

12.5 Credit Points  1 Semester  5 Hours per Fortnight  Hawthorn  Prerequisite: Completion of all subjects in the Graduate Certificate of Business (Marketing) or HBM520 Trends in Marketing  • Teaching methods: Seminar Approach, combining Lectures, Labs, Discourse and Experiential Learning  • Assessment: Case studies 50%, Individual assignment 50%

A subject in the Graduate Diploma of Business (Marketing)

Aims & Objectives
Organisations and individuals are regularly required to manage or be a team member on a variety of projects, some small and short-term, others complex and long-term. This subject aims to introduce students to the many tools and techniques required to successfully plan, manage and implement a new project. In particular, emphasis is placed on the ‘New Concept Development’ process as a specific example of a project. Students are required to prepare a proposal that incorporates justification of the initiative, comprehensive external analysis, demand projections, costings and budgets within a project management framework.

Content
• Project organisation and planning.
• Role of project manager.
• Scope, time and cost management.
• Scheduling and resource allocation.
• Budgeting and cost estimation.
• Human resource management, incorporating organisational planning, staffing, team development and communication.
• Project control and quality management.
• New concept development process.

Textbooks

References

HBM522  Customer Relationship Management

12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite: Completion of all subjects in the Graduate Certificate of Business (Marketing) or HBM520 Trends in Marketing  • Teaching methods: Seminar Approach, combining Lectures with Discourse  • Assessment: Online participation 30%; Assignment 30%; Exam 40%

A subject in the Graduate Diploma of Business (Marketing)

Aims & Objectives
This subject aims to expose participants to the rapid changes evident in industry today regarding the development and management of customer relationships. Participants will be exposed to frameworks that facilitate the adaptability of business to these changes. Practical application of the techniques aimed at creating and maintaining mutually rewarding relationships between businesses and individual consumers will be explored. The utilisation of technology, with specific reference to the customer database, will be addressed. The focus is on providing practical insights into marketing opportunities in the field of customer relationship marketing.

Content
• What is CRM and its relative importance to business?
• Issues and implications of CRM.
• Growth of Data driven marketing (DDM) techniques.
• Implications for ‘traditional marketing’ techniques.
• Segmentation in the context of CRM.
• Data collection tools (lists, direct response marketing etc).
• Database development and maintenance.
• Utilising the marketing database.
• Creative marketing strategy for developing CRM.
• Accountability and CRM programs.
• Privacy and related issues.
• Trends for the future of CRM.

Textbook

References

HBM523  eMarketing

12.5 Credit Points  1 Semester  6 x 5 Hours per Week  Hawthorn  Prerequisite: Completion of all subjects in the Graduate Certificate of Business (Marketing) or HBM520 Trends in Marketing or approved equivalent. Teaching methods: Seminar Approach, combining Lectures with Computer Laboratories. Assessment: Report and presentation 40%, individual work-related project 50%, Class participation 10%

A subject in the Graduate Diploma of Business (Marketing) and an elective in the Master of Multimedia.

Note: Students enrolled in the Master of Multimedia must have completed either HBM110 The Marketing Concept or HBM220 Marketing Fundamentals and Practices, or an equivalent subject.

Aims & Objectives
• To familiarise students with the emerging world of eBusiness and the marketing potential associated with it.
• To consider how existing and new goods can be marketed both electronically and using traditional media for optimum benefit.
• To develop awareness of the impact the new technology will have on customer relations, pricing, quality assurance, fulfillment, etc.
To develop an understanding of where marketing fits into the new business paradigm of electronic business and marketing practices.

**Content**
- The Internet/electronic micro-environment and macro-environment.
- Internet marketing strategy.
- Internet and the marketing mix.
- Relationship marketing using the internet.
- Achieving online service quality.
- Interactive marketing communications.
- Maintaining and monitoring the online presence.

**Textbook**

**Recommended reading**
Dann, S., and Dann, S. 2001, Strategic Internet Marketing, Australia, John Wiley.
Hanson, W. 2000, Principles of Internet Marketing, Cincinnati, USA, South-Western.
Plus electronic and internet resources as advised.

**HBMS24 Marketing Strategy**

12.5 Credit Points - 1 Semester - 2.5 Hours per Week - Hawthorn • Prerequisite: Completion of all subjects in the Graduate Certificate of Business (Marketing) or HBM520 Trends in Marketing • Teaching methods: Seminar Approach, combining Lectures with Discussions • Assessment: Individual assignment 25%, Group case study development and analysis 25%, Organisational analysis 50%

A subject in the Graduate Diploma of Business (Marketing)

**Aims & Objectives**
This subject will provide an appreciation of the various issues that are currently significant in developing strategy. It will help students to develop the ability to monitor and manage those aspects of running a business that affect competitive position. This subject begins with an examination of mission, vision and objectives. After this, the concepts of entrepreneurship and innovation are reviewed.

**Content**
The subject uses the model of seven traits of successful (innovative) organisations as developed by Schumann et al (1994). These traits are:
- Customer driven
- Technology driven
- Competitor driven
- Stakeholder driven
- Project driven
- Resource driven
- Culture driven

The subject also looks at change management as a tool to integrate the previous learning.

**Reading Materials**

As no one text covers all the issues, students are expected to do most of their reading from current journals.

**HBMS25 Marketing Decision Tools**

12.5 Credit Points - 1 Semester - 5 Hours per Fortnight - Hawthorn • Prerequisite: For students enrolled in the Graduate Diploma of Business (Marketing) - all subjects in the Graduate Certificate of Business (Marketing), or HBM520 Trends in Marketing. For students taking this subject as an elective in another postgraduate course, no prerequisites required. A working knowledge of Excel is expected of all students. • Teaching methods: Seminar Approach, combining Lectures with discussions and Computer Lab Sessions • Assessment: Individual case studies 60%, Group projects 40%

A subject in the Graduate Diploma of Business (Marketing)

**Aims & Objectives**
Decision-making in the business environment is increasingly complex and difficult due to the many facets of business problems and the diversity of data and analysis tools available to develop solutions. This subject uses a spreadsheet-based, example-driven approach to develop models that will inform the decision-making process. The subject focuses on techniques that are particularly relevant in the marketing area. The emphasis is on applying a variety of quantitative tools and techniques that facilitate the observation of the impact of changes in the value of various components of the models, via the use of spreadsheets.

Information gained from the models will provide insights and aid the decision-making process.

**Content**
- Decision-making using decision trees
- Forecasting, including time series, causal models and new product for forecasting
- Model building
- Risk analysis using simulation
- Data mining
- Segmentation

**Reading Materials**

**HBMS26 Information Analysis**

12.5 Credit Points - 1 Semester - 6 Weeks x 5 Hours per Week - Hawthorn • Prerequisite: Completion of all subjects in the Graduate Certificate of Business (Marketing) or HBM520 Trends in Marketing • Teaching methods: Seminar Approach, combining Lectures with Computer Laboratories. • Assessment: Demography (individual) assignment 30%, Data analysis (group) assignment 60%, Class participation 10%

A subject in the Graduate Diploma of Business (Marketing)

**Aims & Objectives**
Gaining and maintaining competitive advantage is often dependent on having the ability to transform data into information, and this subject will introduce students to the theoretical and practical aspects of analysing survey research information using demographic techniques as well as SPSS. The emphasis in this subject will be not just on a statistics-driven perspective, and students will be encouraged to develop an intuitive feel for handling government and survey data by understanding the fundamentals of data analysis, relating these fundamentals to the research objectives, and understanding what kinds of data have been collected and how. Finally, the course will give students an understanding of the strategies for coping with all the kinds of practical problems that may arise in survey research and business in general.

**Content**
Specifically the subject will cover the following topics:
- International marketing and marketing research data sources.
- Understanding demographic analysis techniques.
- The Nature of Survey Data
- The Measurement of Variables and error in Measurement
- The Data Matrix
- Statistical Procedures for Analysing the Data Matrix
- Tables and Charts for Categorical and metric Variables
- Data Reduction for Categorical and metric Variables
Aims & Objectives
This subject exposes marketing students to marketing operations systems design. It introduces students to the management of marketing from a marketing
operations perspective.

Content
- Marketing outputs and activities/Marketing as an action-based process.
- Employee/customer interaction process systems and hardware: customer
interaction systems, CRM systems, call centre systems, marketing
production systems, access portal integration, logistic and service systems.
- Evaluation and management of marketing operations.
- Future of marketing processes–convergence/penetration.

References
- Kent, R. 2001, Data Construction and Data Analysis for Survey Research, Palgrave
Publishers.

HBM527  Marketing Process Engineering
12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite: Completion of all subjects in the Graduate Certificate of Business (Marketing) or HM520 Trends in Marketing or approved equivalent.  Teaching methods: Seminar, combining Lectures and Discourse  Assessment: Group Assignment 40%, Individual Assignment 30%, Examination 30%

A subject in the Graduate Diploma of Business in Marketing and Graduate Diploma/MA in Marketing.

References
- Kent, R. 2001, Data Construction and Data Analysis for Survey Research, Palgrave
Publishers.

HBM528  Entrepreneurship & Innovation in Marketing
12.5 Credit Points  1 Semester  2.5 Hours per Week  Hawthorn  Prerequisite: Completion of all subjects in the Graduate Certificate of Business (Marketing) or HM520 Trends in Marketing or approved equivalent.  Teaching methods: Seminar, combining Lectures and Discourse  Assessment: Group Assignment 40%, Individual Assignment 30%, Examination 30%

A subject in the Graduate Diploma in Business (Marketing) and Graduate Diploma/MA in Business (International Business).

References
- Kent, R. 2001, Data Construction and Data Analysis for Survey Research, Palgrave
Publishers.
Aims & Objectives
- To introduce students to the theoretical areas of selecting, directing, controlling motivating and training sales staff.
- To understand the specific management issues associated with boundary spanning roles such as selling.
- To develop knowledge of the various selling approaches and the contexts in which they can be used.

Content
- The selling environment
- Planning in sales
- Time and territory management
- Recruiting, selecting and training salespeople
- Motivating salespeople
- Supervising salespeople
- Selling processes and contexts

Textbook
Hite, R., & Johnston, W. J. 2002, Managing Salespeople: a Relationship Approach

References
Dalympie D., Cron, W., & De Carlo, T. 2004, Sales Management, 8th edn, Wiley, Australia.

HBM620 Research Methodology
12.5 Credit Points • 1 Semester • 25 Hours per Week • Hawthorn • Prerequisite: Completion of the Graduate Diploma of Business (Marketing) • Teaching methods: Seminar Approach, combining Lectures with Discourse, Laboratory Workshops • Assessment: Class exercises 30%, Quantitative assignment 40%, Qualitative assignment 30%.
A subject in the Master of Business (Marketing) and Master of Business (International Business)

Aims & Objectives
- To familiarise students with various methods of data collection and analysis, which would be expected to be integral to the researcher in marketing. This is to contextualise the research, that is, to ensure that the researcher can choose the most appropriate methods given the context in which the researcher operates.
- To ensure that where a student's research demands, they are conversant with the appropriate application of statistics, through the use of a recognised statistical package, for example, SPSS.
- To have an extensive understanding of the ethics of research, in particular the Swinburne Code of Ethics for Research.
- To develop an appreciation of business ethics in relation to accountability and social responsibility.

Content
It is expected that the study carried out in this subject will be integral to the student's Action Research Project. The intention of this subject is to provide both the theoretical and technical knowledge to assist participants to:
- Successfully formulate research questions for their master's dissertation (Action Research Project).
- Determine the appropriate methodology or methodologies.
- Collect data.
- Analyse data.
- Link findings to the theoretical underpinning of the research.
- Develop workplace implementation strategies.

Reading Materials


HBM621 Advanced Reading Unit
12.5 Credit Points • 1 Semester • 30 Hours (block mode) • Hawthorn • Prerequisite: Completion of the Graduate Diploma of Business (Marketing) • Teaching methods: Seminars and Personal Supervision • Assessment: Seminar presentation 50%, Research proposal 50%.
A subject in the Master of Business (Marketing)

Aims & Objectives
- To assist students in exploring the breadth and depth of an area and give a critical appreciation of the available journal literature.
- To assist students in arriving at a viable topic for their dissertation (Action Research Project).

Content
Students will be required to read a common core of prescribed texts and journal articles as well as texts and journal articles specific to the area of their dissertation (Action Research Project).

Reading Materials
None prescribed

HBM622 Action Research Project
25 Credit Points • 2 Semesters • Variable • Hawthorn • Prerequisite: Completion of the Graduate Diploma of Business (Marketing). It is also highly recommended that students have completed either HBM 525, HBM 526, or HBM 620 • Teaching methods: Briefing and Personal Supervision • Assessment: 25000–30000 word research report.
A subject in the Master of Business (Marketing)

Aims & Objectives
The subject aims to develop the management capabilities of participants through their engagement in a real organisation project/issue, which contributes to their organisation's improvement.

The fundamental approach taken is that of Action Learning. Participants will be engaged in developing their own management capabilities and their knowledge of effective management through engaging in marketing/management action and systematically reviewing that action.

Content
Participants will select one organisational marketing issue in consultation with their organisation and the subject convenor. The project will need to cater for both the participant's personal development needs as well as the organisation's needs. The participant's learning needs and the organisation's requirements will be set out in a project proposal. This will identify the nature of the issue, the organisation's objectives, the participant's personal learning objectives, timelines, action plans and reflection and review arrangements.

Participants will meet together regularly with their supervisor and in an Action Learning group to review their progress and reflect upon the nature of management action and consider this in light of others' experience and relevant academic literature.

Concurrently each participant will maintain a diary as a means of assisting them to collate data and to review and reflect upon their experience.

A report of project achievements and learning, together with recommendations to the organisation, will be written up by participants in a form suitable for academic assessment and the organisation's use.

Reading Materials
None prescribed

HBM623 Integrating Project in Marketing
12.5 Credit Points • 1 Semester • Variable • Hawthorn • Prerequisite: Completion of the Graduate Diploma of Business (Marketing). It is also highly recommended that students have completed either HBM 525, HBM 526, or HBM 620 • Teaching methods: Supervised Project • Assessment: Research proposal and project.
A subject in the Master of Business (Marketing)

Aims & Objectives
The Integrating Project draws on the subjects in the Master of Business (Marketing). By the end of the project, students will have developed a systematic approach to an organisational marketing issue, problem or opportunity, and
extended their capabilities in the area of problem definition, problem research, analysis, evaluation and recommended action plans.

Content
The Integrating Project will take the form of a management consulting project or minor research study. This will commence with a process identifying what needs to be done and establishing action plans to achieve the desired performance outcomes. Consulting projects can be sourced from a student's workplace or another company and is supervised by a staff member.

Reading Materials

HDBA603 Organisation and Leadership

12.5 Credit Points  1 Half Year  3 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Open Discussion, Experiential Learning  Assessment: Presentation, Minor Written Assignments and a 5000-word Final Report

A compulsory doctoral coursework seminar in the Doctor of Business Administration.

Aims & Objectives
The Organisation and Leadership seminar is designed to provide a set of interesting seminar topics relevant to senior managers wishing to undertake a high quality doctoral research. The subject aims to help DBA candidates:

- Develop skills to write and structure a doctoral thesis.
- Understand the philosophical and theoretical assumptions underlying different research methods and approaches.
- Develop the ability to formulate research questions and to select an appropriate methodology for the chosen research task.
- Understand the relationship between type of organisation and leadership style and decision-making.
- Understand the complex relationship among various organisational variables.
- Understand the relationship between type of organisation and leadership style and decision-making.
- Identify key variables that contribute to organisational effectiveness.

Content
This subject examines current literature and discusses specific examples of how companies combine strategic processes to build competitive advantage in existing industries and to create new industries. External and internal strategic analysis and planning model are discussed.

Recommended Reading
Hill, T. 1999, Strategic Safari: Article readings are also provided in a study guide during class.

HDBA602 Research Methods

12.5 Credit Points  1 Half Year  3 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Open Discussion, Experiential Learning  Assessment: Presentation, Written Assignments and a 3000-word Research Proposal providing a blueprint for the DBA thesis phase.

A compulsory doctoral coursework seminar in the Doctor of Business Administration.

Aims & Objectives
The Research Methodology seminar is designed to provide a set of research methodology seminar topics relevant to new researchers wishing to undertake a high quality doctoral research. The subject aims to help DBA candidates:

- Develop skills to write and structure a doctoral thesis.
- Understand the philosophical and theoretical assumptions underlying different research methods and approaches.
- Develop the ability to formulate research questions and to select an appropriate methodology for the chosen research task.
- Understand the relationship between type of organisation and leadership style and decision-making.
- Understand the complex relationship among various organisational variables.
- Understand the relationship between type of organisation and leadership style and decision-making.
- Identify key variables that contribute to organisational effectiveness.

Content
This subject examines current literature and discusses specific examples of how companies combine strategic processes to build competitive advantage in existing industries and to create new industries. External and internal strategic analysis and planning model are discussed.

Recommended Reading

HBSG500 New Venture Development and Management

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: Completion of the Graduate Certificate level  Assessment: Online contribution through case studies 25%, Feasibility Study 25%, New Venture Proposal 50%

This subject is available in a number of postgraduate programs. It is normally not available for postgraduate business programs.

Aims & Objectives
The intention of this subject is to allow students to gain an understanding of the process in starting and managing a new business. It will be directed at developing practical skills and experience rather than having a strong focus on theory.

Specific aims are:
(a) Develop skills in sourcing new venture ideas
(b) Develop skills in market evaluation for new technology
(c) Understand financing and supply for new start operations
(d) Understand operational system design and implementation for new ventures
(e) Know sources of information and assistance for new ventures
(f) Develop an analytical and strategic perspective to the operation of new business ventures

Content
This subject provides an introduction to the skills necessary to commercialise new technology and to commence a new business operation. It will give the student a framework for generating, evaluating and implementing new business opportunities. It will achieve this by looking at the practical problems and issues of resource acquisition market, development and financial management of greenfield enterprises. It will cover a range of industry types. It will be global in coverage but also seek to focus on the topic from the context of Australia’s challenges and opportunities.

Reading Materials

HDBA601 Strategy and Foresight

12.5 Credit Points  1 Half Year  3 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Open Discussion, Experiential Learning  Assessment: Presentation, Minor Written Assignments, 5000-word Final Report

A compulsory doctoral coursework seminar in the Doctor of Business Administration.

Aims & Objectives
The Strategy and Foresight seminar is designed to provide a set of interesting seminar topics relevant to senior managers in the area of Organisational Dynamics and Leadership. The subject aims to help DBA candidates:

- Explore published literature in the disciplines of Organisation and Leadership.
- Understand the complex relationship among various organisational variables.
- Understand the relationship between type of organisation and leadership style and decision-making.
- Recognise how change in organisations can support entrepreneurial activity.
- Identify key variables that contribute to organisational effectiveness.

Content
This subject examines current literature and discusses specific examples of how companies combine strategic processes to build competitive advantage in existing industries and to create new industries. External and internal strategic analysis and planning model are discussed.

Recommended Reading
Hill, T. 1999, Strategic Safari: Article readings are also provided in a study guide during class.
organisational structures, management practices and styles, revitalization, culture, innovation, motivation, learning, power, knowledge management, and change. Focus is maintained on effective understanding of theory as it relates to practice thereby enhancing the candidate's praxis.

**Recommended Reading**


Article readings and other references are also provided in a study guide during class.

**HDBA604 Entrepreneurship and Innovation**

12.5 Credit Points  • 1 Half Year  • 3 Hours per Week  • Hawthorn  • Prerequisite: Nil

- Teaching methods: Open Discussion, Experiential Learning  • Assessment: Presentation, M inor Written Assignments, 5000-word Final Report

A compulsory doctoral coursework seminar in the Doctor of Business Administration.

**Aims & Objectives**

The Entrepreneurship and Innovation seminar is designed to provide a set of interesting seminar topics relevant to senior managers in the area of Entrepreneurship and Innovation. The subject aims to help DBA candidates:  

- **Explore** published literature in the discipline of Entrepreneurship and Innovation.
- **Understand** how individuals, small firms and large organizations practice entrepreneurship.
- **Develop** competence in applying entrepreneurial principles within their organizations.

**Content**

This seminar is based upon multiple perspectives of entrepreneurship, which focuses on the entrepreneurial process, the entrepreneur, corporate entrepreneurship, implementing entrepreneurial strategies, and entrepreneurship at the national level. The life-cycle stages of business growth will be used as the framework to link the journey through these multiple perspectives. The seminar has an applied orientation and is designed to provide an advanced level of comparison between current leading edge literature and organisational practice in the field of entrepreneurship.

**Recommended Reading**


Article readings are also provided in a study guide during class.

**HDBA605-HDBA606 Thesis**

200 Credit Points  • Four half years full-time, eight half years part-time  • Hawthorn  • Prerequisite: Three Doctoral Seminars and the Research Methods subject • Teaching methods: Individual Supervision  • Assessment: External Examination

A compulsory component in the Doctor of Business Administration.

**Aims & Objectives**

The Thesis will demonstrate that the candidate can appropriately apply the conceptual and methodological material offered in the Doctoral Seminars of the DBA. The thesis should show:  

- A sound structure.
- A synthesis of relevant literature in the research area.
- A sound description and justification of research method used in empirical component of the research.
- A good description and presentation of research findings.
- A well argued presentation, including well-argued conclusions and implications of the research.

**Content**

The thesis of 40,000 - 45,000 words is expected to represent a major advancement in professional practice. A thesis may relate to any of the Doctoral Seminars or combination of Seminars. A thesis may be undertaken within or across any of the functional areas of an organisation, eg. information systems, marketing, accounting, organisation behaviour but is not restricted to those areas. For example there are emerging areas for research which offer exciting possibilities, including small business management and family businesses.

The thesis will demonstrate that the candidate can appropriate and then apply the conceptual and methodological material offered in the doctoral seminars and the Research Methods subject of the DBA. In particular it will demonstrate the candidate's capacity to critically evaluate relevant concepts and methods and demonstrate that the candidate has the capacity to describe clearly, argue cogently and communicate appropriately.

Candidates will receive individual supervision by staff from within or accredited with Swinburne University of Technology when they are sufficiently advanced in their thesis. However, joint Swinburne/industry supervision is expected within an environment where the industry supervisor is an expert in the field. But in these situations, the industry supervisor will be a second supervisor and not the coordinating supervisor.

**HDC500 Individual Design Project 1**

50 Credit Points  • 1 Semester  • Prahran  • Prerequisite: Nil  • Teaching methods: Student and advisor engage in a regular sequence of critical conversations about the nature of the project and the framework for design  • Assessment: TBA

A subject in the Graduate Certificate of Design (Communication Design), Graduate Diploma of Design (Communication Design) and Master of Design (Communication Design).

**Aims & Objectives**

Individual Design Project 1 allows experienced designers with their own professional context to engage in design activity that contributes to the development of their on-going practice. The objective is to develop design products that are original and relevant to the field of contemporary Communication Design, technically and commercially viable, and resolved to the highest industry standards.

**Content**

The principle activity in this subject will be self-directed design activity conducted under the guidance of a design advisor. Activity will focus on the production of design work(s) either reflecting the needs and forms of Communication Design in the contemporary social, cultural and economic context or design work(s) closely associated with students' self-identification as a designer. Strong emphasis will be placed on the reasoned, reflective and systematic development of design process and design outcomes.

As part of Individual Design Project 1 students will be required to participate in the Institute's Advanced Design Research Methods and Issues seminar program, which takes place during the first four weeks of the semester. This program introduces the conceptual and research skills contemporary designers need to work on complex projects, and the academic and documentary skills needs to develop a design project to Masters level. The program will explore themes and questions of high relevance to contemporary design practice, including subjects like the expression of design in a technological context, usability testing, inclusive design, user-centred design, social and commercial entrepreneurship, and design for futures thinking.

**HDC511 Communication Design Research 7**

25 Credit Points  • 1 Semester  • 7 Hours per Week  • Prahran  • Prerequisite: Nil  • Teaching methods: Projects will generally be conducted in a student-centred studio, on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate  • Assessment: Class presentations, Continuous, Projects(s)

A subject in the Graduate Certificate of Design(Communication Design) and M aster of Design (Communication Design).

**Aims & Objectives**

- To apply professionally related skills and advanced graphic techniques to a complex project.
- To apply design research methodology to a major design outcome.
- To enhance communication design concepts and skills.
- To enable students to achieve high standards in visual communication, through planned, systematic, collection, analysis and interpretation of information.
- To undertake student centred learning.
Aims & Objectives

Master of Design (Communication Design)

To challenge participants to refine design deliverables to an advanced level.

To allow students to understand business strategic planning from the client's perspective and to develop an awareness of its relationship to design services.

To challenge participants to refine design deliverables to an advanced level.

To guide participants to present and document design proposals in a creative, professional, and visually meaningful way.

To offer both individual and group projects, as modelling industrial practice.

Content

The project will determine a body of work in communication design that examines complex ideas of representation through planned and systematic collection, analysis and interpretation of information.

Communication Design Research involves students, working in teams or individually, to undertake of a major study exploring communication design research methodologies and graphic documentation. It may require students to work in teams to develop a formative proposal. Communication Design Research normally leads to the development and execution of a major body of work defined by research methodology and the articulation of design. The project employs established and emerging research methodologies as part of the design process.

Reading Materials

Due to the constantly changing nature of communication design technologies and applications, up-to-date reading guides will be distributed in the first week of the semester.

HDC512 Design Communication Studio 7

25 Credit Points • 1 Semester • 4 Hours per Week • Prahran • Prerequisite: Nil

Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques. Students also initiate peer feedback through presentations. Assessment: Class presentations, Continuous Projects

A subject in the Graduate Certificate of Design (Communication Design) and Master of Design (Communication Design)

Aims & Objectives

Students are challenged to see information design as a critical area of design for the community at large. Through emersion in applied projects students consider how design codes and structures information for particular audiences. Strong emphasis is placed on the particular processes through which designers give form to information.

Content

Through structured projects, the studio provides practical design experience and enhanced understanding of communication planning and information design. Participants identify and examine best practice in printed and electronic information and interface design. Design projects will be developed through user-centred design strategies and testing/feedback principles. This subject will involve both group work and individual work.

Reading Materials

Due to the constantly changing nature of communication design technologies and applications, up-to-date reading guides will be distributed in the first week of the semester.

HDC513 Creative Strategy Projects

12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil

Teaching methods: Subject content will be delivered through individual projects in a studio environment, on location, by seminars, student consultation sessions, group discussion, demonstrations and critiques. Participants will be expected to attend all seminars and present their work to the group at the end of each project.

Assessment: Continuous, Folio Presentations, Projects

A subject in the Graduate Certificate of Design (Communication Design) and Master of Design (Communication Design)

Aims & Objectives

- To offer an advanced understanding of how communication strategies, including branding programs, are developed and executed in contemporary design practice.
- To allow students to understand business strategic planning from the client's perspective and to develop an awareness of its relationship to design services.
- To challenge participants to refine design deliverables to an advanced level.
- To guide participants to present and document design proposals in a creative, professional, and visually meaningful way.
- To offer both individual and group projects, as modelling industrial practice.

Content

The content of this subject is delivered in the context of the following projects:

- Brand values and Strategy
  - This project investigates the research, analysis and planning phase of a design project. It includes the visual audit of existing design collateral and brand values, client and audience research, preparation of a return brief comprising a new vision statement and design proposal, project timeline, and cost analysis. This is a group project.
  - Brand Mark Design
  - This project focuses on the conceptual design of the brand mark, especially industry methods of developing brandmark design. It challenges participants to evaluate and devise their own methods of brand mark categorisation, and to refine the typographic and visual components of their work. This is an individual project developed within a group setting, as occurs in industry.
- Design applications manual

This project introduces the participants to the wider context of branding and shows how branding is not just a logo design but rather a kit of parts to be used in an organic, flexible way. The final brand will be developed into a series of applications, some standard and some unique, incorporating a “look and feel” range of elements. It will then be executed as a sample set of pages for a Design Manual. This is an individual project developed within a group setting as occurs in industry.

HDC5PP Communication Design Professional Practice 7

25 Credit Points • 20 weeks • Prahran • Prerequisite: Nil • Teaching methods: Students may be assigned to working groups for individual projects. Each student will be required to take on the role of team leader for some projects and be a team member for others. Team leaders will assume greater responsibility for project management and be the daily point of contact for the client. Students will be required to engage in all aspects of design management to guide individual projects through a process to a final point of delivery. Individual projects may be assigned if called for. Staff managers may assign further tasks, including lecture, seminar or tutorial attendance and/or require a paper that demonstrates a particular strategy, including advanced principles and application of design management to be submitted.

Assessment: Class presentations, Projects

A subject in the Graduate Certificate of Design (Communication Design), Graduate Diploma of Design (Communication Design) and Master of Design (Communication Design)

Aims & Objectives

- To enhance and develop students' professional design abilities through applied projects.
- To further develop the professional design management skills of the students to prepare them for professional industry practice.
- To manifest as an internal, school-based, version of Industry-Based Learning.

Content

The following aspects will be covered as appropriate: client liaison; taking a brief; contact reporting supervision and coordination of suppliers; preparation of written quotations and creative proposals; project and production management; group leadership; concept presentation to clients; and marketing.

Projects will be undertaken in the Faculty of Design’s Design Research Centre. The Design Research Centre is a working design studio that develops innovative design projects, especially where innovation is supported by applied design research. Projects may include both commissioned projects and self-determined projects.

HDC600 Individual Design Project 2

50 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Student and advisor engage in a regular sequence of critical conversations about the nature of the project and the framework for design.

Assessment: TBA

A subject in the Graduate Diploma of Design (Communication Design) and Master of Design (Communication Design)

Aims & Objectives

Individual Design Project 2 allows experienced designers with their own professional context to engage in design activity that contributes to the development of their on-going practice. The objective is to develop design products that are original and relevant to the field of contemporary Communication Design, technically and commercially viable, and resolved to the highest industry standards.
Content
The principle activity in this subject will be self-directed design activity conducted under the guidance of a design advisor. Activity will focus on the production of design work(s) either reflecting the needs and forms of Communication Design in the contemporary social, cultural and economic context or design work(s) closely associated with students' self-identification as a designer. Strong emphasis will be placed on the reasoned, reflective and systematic development of design process and design outcomes.

HDC621 Communication Design Research 8
25 Credit Points • 1 Semester • 4 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will generally be conducted in a student-centred studio, on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate • Assessment: Class presentations, Continuous, Project(s)
A subject in the Graduate Diploma of Design (Communication Design) Master of Design (Communication Design)
Aims & Objectives
- To apply professionally related skills and advanced graphic techniques to a complex project.
- To apply design research methodology to a major design outcome.
- To enhance communication design concepts and skills.
- To enable students to achieve advanced solutions in visual communication, through planned, systematic, collection, analysis and interpretation of information.
- To undertake student directed learning.
- To develop skills in project management

Content
The project will determine a body of work in communication design that examines complex ideas of representation through planned and systematic collection, analysis and interpretation of information.

Communication Design Research involves students, working in teams or individually, to undertake of a major study exploring communication design research methodologies and graphic documentation. It may require students to work in teams to develop a formative proposal. Communication Design Research normally leads to the development and execution of a major body of work defined by research methodology and the articulation of design. The project employs established and emerging research methodologies as part of the design process.

Reading Materials
Due to the constantly changing nature of communication design technologies and applications, up-to-date reading guides will be distributed in the first week of the semester.

HDC622 Design Communication Studio 8
12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Subject content will be delivered through projects in a studio environment, on location, by seminars, student consultation sessions, group discussion, demonstrations and critiques. Participants will be expected to attend all seminars and present their work to the group at the end of each project • Assessment: Class presentations, Continuous, Project(s)
A subject in the Graduate Diploma of Design (Communication Design) Master of Design (Communication Design)
Aims & Objectives
- To apply professionally related skills and advanced graphic techniques to a complex project.
- To apply design research methodology to a major design outcome.
- To enhance communication design concepts and skills.
- To enable students to achieve advanced solutions in visual communication, through planned, systematic, collection, analysis and interpretation of information.
- To undertake student directed learning.
- To develop skills in project management

Content
The principle activity in this subject will be self-directed design activity conducted under the guidance of a design advisor. Activity will focus on the production of design work(s) either reflecting the needs and forms of Communication Design in the contemporary social, cultural and economic context or design work(s) closely associated with students' self-identification as a designer. Strong emphasis will be placed on the reasoned, reflective and systematic development of design process and design outcomes.

Reading Materials
Due to the constantly changing nature of communication design, an up-to-date reading guide will be distributed in the first class.

HDC623 Communication Design Strategic Projects
12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Subject content will be delivered through projects in a studio environment, on location, by seminars, student consultation sessions, group discussion, demonstrations and critiques. Participants will be expected to attend all seminars and present their work to the group at the end of each project • Assessment: Class presentations, Continuous, Folio Presentations, Project(s)
A subject in the Graduate Diploma and Master of Design (Communication Design)
Aims & Objectives
- To introduce participants to the variety of creative strategies available to designers and how to use them effectively.
- To challenge the client designer relationship, enabling designers to be at the forefront of decision-making within the wider social arena.
- To reinvent client briefs and to break new ground in terms of specific design responses.
- To extend traditional role of the designer
- To understand the value of working within a multi-disciplined team of specialists.
- To challenge participants to refine design deliverables to an advanced level.
- To offer both individual and group projects, as modelling industrial practice.

Content
The content of this subject is delivered in the context of the following projects:
- Communication Strategies
  This project investigates the research, analysis and planning phase of a design project. It includes the visual audit of existing design collateral and brand values, client and audience research, preparation of a return brief comprising a new vision statement and design proposal, project timeline, and cost analysis. This is an individual project.
- Graphic Design
  This project focuses on the production of advanced visual design, especially industry. It challenges participants to evaluate and devise their own methods of taxonomy in ordering information, and to refine the typographic and visual components of their work. This is an individual project developed within a group setting, as occurs in industry.
- Documenting Design
  Explores new documentary protocols for use in professional design, employing investigative and conceptual architecture creating visual possibilities of information delivery, based on tried methods developed at the Faculty of Design in Communication Design. This is an individual project developed within a group setting as occurs in industry.

Reading Materials
Due to the constantly changing nature of communication design, an up-to-date reading guide will be distributed in the first class.

HDC6PP Communication Design Professional Practice 8
25 Credit Points • 20 weeks • Prahran • Prerequisite: Nil • Teaching methods: Students may be assigned to working groups for individual projects. Each student will be required to take on the role of team leader for some projects and be a team member for others. Team leaders will assume greater responsibility for project management and be the daily point of contact for the client. Students will be required to engage in all aspects of design management to guide individual projects through a process to a final point of delivery. Individual projects may be assigned if called for. Staff managers may assign further tasks, including lecture, seminar or tutorial attendance and/or require a paper that demonstrates a particular strategy, including advanced principles and application of design management to be submitted. • Assessment: Class presentations, Project(s)
A subject in the Graduate Diploma of Design (Communication Design) and Master of Design (Communication Design)
Aims & Objectives
- To enhance and develop students' professional design abilities through applied projects.
- To further develop the professional design management skills of the students to prepare them for professional industry practice.
- To manifest as an internal, school-based, version of Industry-Based Learning.

Content
The following aspects will be covered as appropriate: client liaison; taking a brief; contact reporting supervision and coordination of suppliers; preparation of written quotations and creative proposals; project and production management; group leadership; concept presentation to clients; and marketing.

Projects will be undertaken in the Faculty of Design's Design Research Centre. The Design Research Centre is a working design studio that develops innovative design projects, especially where innovation is supported by applied design research. Projects may include both commissioned projects and self-determined projects.

HDC701 Individual Design Project 3
50 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Student and advisor engage in a regular sequence of critical conversations about the nature of the project and the framework for design. • Assessment: TBA
A subject in the Graduate Diploma and Master of Design (Communication Design)

Aims & Objectives
Individual Design Project 3 allows experienced designers with their own professional context to engage in design activity that contributes to the development of their on-going practice. The objective is to develop design products that are original and relevant to the field of contemporary Communication Design, technically and commercially viable, and resolved to the highest industry standards.

Content
The principle activity in this subject will be self-directed design activity conducted under the guidance of a design advisor. Activity will focus on the production of design work(s) either reflecting the needs and forms of Communication Design in the contemporary social, cultural and economic context or design work(s) closely associated with students' self-identification as a designer. Strong emphasis will be placed on the reasoned, reflective and systematic development of design process and design outcomes.

HDC702 Individual Design Project 4
50 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Student and advisor engage in a regular sequence of critical conversations about the nature of the project and the framework for design. • Assessment: TBA
A subject in the Graduate Diploma and Master of Design (Communication Design)

Aims & Objectives
Individual Design Project 4 allows experienced designers with their own professional context to engage in design activity that contributes to the development of their on-going practice. The objective is to develop design products that are original and relevant to the field of contemporary Communication Design, technically and commercially viable, and resolved to the highest industry standards.

Content
The principle activity in this subject will be self-directed design activity conducted under the guidance of a design advisor. Activity will focus on the production of design work(s) either reflecting the needs and forms of Communication Design in the contemporary social, cultural and economic context or design work(s) closely associated with students' self-identification as a designer. Strong emphasis will be placed on the reasoned, reflective and systematic development of design process and design outcomes.

HDC711 Communication Design Technology 1
12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Technology tutorials will be delivered in a studio environment through seminars, discussion, demonstrations and critiques. • Assessment: Group Work, Participation, Projects
A subject in the Master of Design (Communication Design)

Aims & Objectives
This subject introduces students to the basic technology, design considerations and organisational principles governing interactive electronic communication design and design for time and sequence.

Content
Classes teach software for basic interactivity in 'stand alone' media and for online applications. Selected software includes Macromedia Freehand, Macromedia Dreamweaver, Macromedia Flash and various web resources. Students are also introduced to electronic presentation formats.

Reading Materials
Due to the constantly changing nature of communication design technologies and applications, up-to-date reading guides will be distributed in the first week of the semester.

HDC712 Information and Interface Design
12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Subject content will be delivered in a studio environment, on location, through seminars, student consultation sessions, group discussion, demonstrations and critiques. Participants will be expected to attend all seminars and present their work to the group at the end of each project. • Assessment: Continuous, Folio Presentations, Project(s)
A subject in the Master of Design (Communication Design)

Aims & Objectives
- To prepare designers for their future role as "ecologists of communication".
- To investigate the design of the communication interface and the way it reflects social, cultural and communication assumptions.
- To introduce participants to the major issues impacting on information design, such as the constraints of technology, the need for user-centred design, and the context and history of information design.
- To examine the effectiveness of current interface designs such as digital design and to propose scenarios for the future.
- To guide participants to present design proposals in a creative and professional manner, and to document design proposals in a visually meaningful way. To encourage participants to refine all design deliverables to an advanced level.
- To offer both individual and group projects, as modelling industrial practice.

Content
The content of this subject is delivered in the context of the following projects:
- Typography - the legible world
  This project focuses on typography and information hierarchies. Participants will work together exploring whether designers shape cultural paradigms or do they reflect current worldviews in relation to information design. Participants will investigate whether information design should reflect either the cultural desire for simplicity - to be user friendly, clear and legible, or the desire for chaos - random, haphazard and colourful. This project will explore public information systems, printed document design, and ways of creating memorable information design solutions. This will be a group project.
- Metaphors, signs and symbols
  This project investigates how metaphors, icons and symbols are part of our daily life and how they construct our reality. It will challenge participants with a project that focuses on 'information gateways' and how successful they are in accessing information. Participants will research and design their own projects using metaphor to aid the process of information retention for their target market. This project will begin with a group investigation followed by an individual response. This is a group project.
- Computer Interface Design
  This project focuses on the design of a computer interface application. Participants will consider the role of the designer, the nature of the information, a set of symbols and metaphors and the end user's requirement and situation. Participants will then develop the finer details of their interface design, including considering input devices, touchscreens, tone, colour, features, pathways of information and information hierarchies.

Reading Materials
Due to the constantly changing nature of communication design technologies and applications, up-to-date reading guides will be distributed in the first class.
HDC713 Advanced Creative Strategies
Projects
25 Credit Points • 1 Semester • 4 Hours per Week • Prahran • Prerequisite: Nil •
Teaching methods: Subject content will be delivered in a studio environment, on
location, through seminars, student consultation sessions, group discussion,
demonstrations and critiques. Participants will be expected to attend all seminars
and present their work to the group at the end of each project. • Assessment:
Continuous, Folio Presentations, Projects)
Aims & Objectives
• To introduce participants to the variety of creative strategies available to
designers and how to use them effectively.
• To challenge the client designer relationship, enabling designers to be at the
forefront of decision-making within the wider social arena.
• To reinvent client briefs and to break new ground in terms of specific design
responses.
• To extend the traditional role of the designer
• To understand the value of working within a multi-disciplined team of
specialists.
• To guide participants to present and document design proposals in a creative,
professional, and visually meaningful way.
• To challenge participants to refine design deliverables to an advanced level.
• To offer both individual and group projects, as modelling industrial practice

Content
The content of this subject is delivered in the context of the following projects:
• Design as a service
  This project introduces the notion of design as creative strategy. It will challenge
participants to see the contemporary role of designers as designers of services, not
products. This project represents the research, planning and proposal stage of a
given brief. Briefs may revolve around areas of investigation such as the post office,
banking, or tourism. Students will work in small groups to determine the nature of
their project.
• Designing the service
  This project focuses on widening the strategies available to designers
throughout the creative process. Strategies include working in a multi-
disciplinary team, identifying a system to the process of design various
approaches to ideas generation developed at the NID. This will be a group
project.
• New Products, new services
  The group will identify an activity (rather than a product) to work with and
prepare a unique response to a client brief, challenging old paradigms. The
group will present their work in a form that suits their project proposal.
Participants will explore and demonstrate how the design of a service shifts
design away from providing clients with predictable product responses to
reinventing the landscape of design to include the design of service.

Reading Materials
Due to the constantly changing nature of communication design technologies and
applications, up-to-date reading guides will be distributed in the first week of the
semester.

HDC714 Communication Design Research
9
25 Credit Points • 1 Semester • 4 Hours per Week • Prahran • Prerequisite: Nil •
Teaching methods: Projects will generally be conducted in a student-centred
studio, on a work-in-progress basis. Group discussion, site visits, research,
consultation, evaluation, critique sessions and presentations will be conducted
where appropriate. • Assessment: Class presentations, Continuous, Project(s)
A subject in the Master of Design (Communication Design)
Aims & Objectives
• To apply professionally related skills and advanced graphic techniques to a
complex project.
• To apply design research methodology to a major design outcome.
• To enhance communication design concepts and skills.
• To enable students to achieve advanced solutions in visual communication,
through planned, systematic, collection, analysis and interpretation of
information.
• To undertake student centred learning.

• To develop skills in project management.

Content
The project will determine a body of work in communication design that examines
complex ideas of representation through planned and systematic collection,
analysis and interpretation of information.

Communication Design Research involves students, working in teams or
individually, to undertake of a major study exploring communication design
research methodologies and graphic documentation. It may require students to
work in teams to develop a formative proposal. Communication Design Research
normally leads to the development and execution of a major body of work defined
by research methodology and the articulation of design. The project employs
established and emerging research methodologies as part of the design process.

Reading Materials
Due to the constantly changing nature of communication design technologies and
applications, up-to-date reading guides will be distributed in the first week of the
semester.

HDC71PP Communication Design Professional Practice 9
25 Credit Points • 20 weeks • Prahran • Prerequisite: Nil • Teaching methods:
Teaching and learning will be conducted within a studio environment on actual
design projects. Group discussions, site visits, research, consultation, evaluation, critique
sessions and presentations will be conducted where appropriate. Over the
course of the program participants will take both leading and supporting roles in
the realisation of projects. • Assessment: Class presentations, Projects(s)
A subject in the Master of Design (Communication Design)
Aims & Objectives
Design projects are the context through which students are informed about:
• The creative methods and strategies used in Communication Design practice.
• Best practice client management processes, including project and time
management skills, proposal writing, timelines, quoting and invoicing,
protocols for meetings and presentations, and methods for describing the
design process and design outcomes to clients.
• Internal management of a design studio, including ways of managing work
flow, organisational structures, teamwork, studio forms, etc.
• Design research methods for applied practice.

HDC721 Communication Design Technology 2
12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil •
Teaching methods: Technology tutorials will be delivered in a studio environment
through seminars, discussion, demonstrations and critiques. • Assessment: Group
Work, Projects)
A subject in the Master of Design (Communication Design)
Aims & Objectives
Students are challenged to understand the interrelated issues governing design
and production in the field of print, with the aim of incorporating a high-level of
craft in the practice of digital design. Acquisition of advanced software
knowledge allows students to understand the technology of communication
design in order to produce more informed and ambitious projects

Content
This subject provides advanced information and discussion of facilitation
software. It investigates the principles, methods, practices and processes that
govern communication design at the highest professional level and for application
in complex, visual projects.

Reading Materials
Due to the constantly changing nature of communication design technologies and
applications, up-to-date reading guides will be distributed in the first week of the
semester.

HDC722 Information Design Systems
12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil •
Teaching methods: Subject content will be delivered in a studio environment, on
location, through seminars, student consultation sessions, group discussion,
demonstrations and critiques. Participants will be expected to attend all seminars
and present their work to the group at the end of each project. • Assessment:
Continuous, Folio Presentations, Project(s)
Aims & Objectives
This subject challenges students to understand the visual methods and systemic approaches required to present complex sequences of information. It explores the idea that the reception of information varies according to individual cognitive capacities of viewers, and the cultural and contextual frameworks surrounding information.

Content
Classes investigate aspects of best practice in printed and electronic information design, focusing on the creation of blocks, categories, series and hierarchies of visual and written information. The studio provides practical experience in structuring information in both print and digital formats with an emphasis on the possible inconsistencies between the designer's vision and audience response to the designed message. Design projects will be developed through user-centred design strategies and testing/feedback principles. This subject will involve both group work and individual work.

Reading Materials
Due to the constantly changing nature of communication design, up-to-date reading guides will be distributed in the first class.

HDC723 Communication Design Project
25 Credit Points • 1 Semester • 4 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Subject content will be delivered in a studio environment, on location, through seminars, student consultation sessions, group discussion, demonstrations and critiques. Participants will be expected to attend all seminars and present their work to the group at the end of each project • Assessment: Continuous, Folio Presentations, Projects)

A subject in the Master of Design (Communication Design)

Aims & Objectives
- To introduce participants to the complexity, fluidity and ‘extendability’ of contemporary communication design projects.
- To understand how the practice of communication design has moved beyond the organization of form and content to the production of experiences.
- To reinvent client briefs and to break new ground in terms of specific design responses.
- To extend of the traditional role of the designer.
- To understand the value of working within a multi-disciplined team of specialists.
- To guide participants to present and document design proposals in a creative, professional, and visually meaningful way.
- To challenge participants to refine design deliverables to an advanced level.
- To offer both individual and group projects, as modelling industrial practice.

Content
Individual and group projects are the context for exploring the extension of audience experience across a range of design applications, both analogue and digital. Students are guided to use their full range of design skills and understanding to develop projects that expand the conception of design and, as a result, an audience's experience of content and message.

Reading Materials
Due to the constantly changing nature of communication design, up-to-date reading guides will be distributed in the first class.

HDC724 Communication Design Research 10
25 Credit Points • 1 Semester • 4 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will generally be conducted in a student-centred studio, on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. • Assessment: Class presentations, Continuous, Projects)

A subject in the Master of Design (Communication Design)

Aims & Objectives
- To enable students to achieve advanced solutions in visual communication, through planned, systematic, collection, analysis and interpretation of information.
- To undertake student centred learning.
- To develop skills in project management.

Content
The project will determine a body of work in communication design that examines complex ideas of representation through planned and systematic collection, analysis and interpretation of information.

Communication Design Research involves students, working in teams or individually, to undertake of a major study exploring communication design research methodologies and graphic documentation. It may require students to work in teams to develop a formative proposal. Communication Design Research normally leads to the development and execution of a major body of work defined by research methodology and the articulation of design. The project employs established and emerging research methodologies as part of the design process.

Reading Materials
Due to the constantly changing nature of communication design technologies and applications, up-to-date reading guides will be distributed in the first class during the first week of the semester.

HDC72PP Communication Design Professional Practice 10
25 Credit Points • 20 weeks • Prahran • Prerequisite: Nil • Teaching methods: Teaching and learning will be conducted within a studio environment on actual design projects. Group discussions, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. Over the course of the program participants will take both leading and supporting roles in the realisation of projects. • Assessment: Class presentations, Projects)

A subject in the Master of Design (Communication Design)

Aims & Objectives
This subject offers a program of experiential learning in advanced practice in communication design. By participating in a sequence of design projects, both actual and self-determined, students will gain enhanced knowledge and understanding of:
- Design methods, processes and professional practice in the context of contemporary communication design.
- Design's strategic role in business.
- The role of technology in the realisation of contemporary design projects.
- The refinement of design deliverables to an advanced level.
- Applied design research methods, especially socio-demographics and interdisciplinary methods for the development of user-centred design.

Projects will be undertaken in the Faculty of Design's Design Research Centre. The Design Research Centre is a working design studio that develops innovative design projects, especially where innovation is supported by applied design research. Projects may include both commissioned projects and self-determined projects.

Content
Design projects are the context through which students are informed about:
- The creative methods and strategies used in Communication Design practice.
- Best practice client management processes, including project and time management skills, proposal writing, timelines, quoting and invoicing, protocols for meetings and presentations, and methods for describing the design process and design outcomes to clients.
- Internal management of a design studio, including ways of managing work flow, organisational structures, teamwork, studio forms, etc.
- Design research methods for applied practice.

HDDS511A Design Communication Studio 7 (CD)
25 Credit Points • 1 Semester • 9 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects incorporating group discussion, site visits, research, consultation, evaluation, critique sessions and presentations • Assessment: Group Work, Project Progress

A subject in the Graduate Diploma of Design (Design Studies),
Aims & Objectives

- To enhance and develop the knowledge and professional experience gained during the previous year in industry or to enhance and develop the quality of visual communication undertaken in the final year of a Bachelor of Design program.
- To explore the relationship between intellectual investigation and practice through specific design projects in advanced areas of communication design.
- To combine words, pictures, sound and motion to convey highly imaginative and compelling ideas to a particular audience.
- To further develop aspects of design leadership through design strategy and communication.
- To effectively document and complete a body of design projects for professional preparation and publication.

Content

Students undertake a variety of creative projects at an advanced level. Where appropriate, professional, client-based projects may be undertaken. External projects and external consultation may also occur where appropriate. Students develop complete communication design projects, from initial research and problem analysis through conceptual development and presentation of sophisticated final design outcome. Students will normally undertake a range of projects within the areas of design communication, publication design, visual identity, advertising, communication design, digital design and image-making. Students will also propose connections between two-dimensional design and three-dimensional design by written or constructed projects. Students in multimedia studios will develop the skills to create prototypes for interactive multimedia projects by integrating text, images, video and sound in original productions.

HDDS511B Group Multimedia Project 7 (MD)

25 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: Nil

Teaching methods: Projects will be conducted in a studio environment, on location, through lectures, student consultation/discussion, demonstrations and critiques • Assessment: Group Work, Project Progress

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

- To further develop an understanding of the practice of design and narrative structure in multimedia design methods and technology.
- To encourage creative and expressive development of design, narrative form and sequenced image-making for multimedia.

Content

This subject consists of a major group project through which students will investigate aspects of design and sequence for multimedia outcomes. This will be a group-determined project. The project will develop the special principles of design that help the design process in various media. Projects and workbooks will describe the design strategies that inform the practice of multimedia design. Presentations will provide an understanding of the structural, sequencing and spatial organisation that describes aspects of visual communication. Investigations will continue into audio, video, animation, filmic imagery and 3D modelling requirements for digital delivery.

As part of this subject students will submit a minor thesis that will explore issues relating to their major project. Issues such as contextuality, technology delivery and content development and reasoning will be raised and discussed.

Reading Materials


HDDS511C Studio Practice 7 (INTD)

25 Credit Points • 1 Semester • 9 Hours per Week • Prahran • Prerequisite: Nil

Teaching methods: Projects will generally be conducted within student-centred studio environment on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. Students will integrate design and technology and engage in entrepreneurial and research-based design projects. • Assessment: Group Work, Project Progress

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

- To enhance and further develop the knowledge and professional experience gained during the previous year in industry or to enhance and develop the quality of design project work undertaken in the final year of a Bachelor of Design program.
- To explore the relationship between intellectual investigation and practice through specific design projects in advanced areas of communication design.
- To further develop aspects of design leadership through design strategy and communication.
- To effectively document and complete a body of design projects.
- To enhance skills in CAD, presentation, specification, ergonomics (and, where appropriate, marketing) to a highly professional level.

Content

Students undertake a variety of creative projects at an advanced level. Where appropriate, professional, client-based projects may be undertaken. External projects and external consultation may also occur where appropriate. Students develop complete design projects, from initial research and problem analysis through conceptual development and presentation of sophisticated final design outcome.

HDDS511D Studio Practice 7 (ID)

25 Credit Points • 1 Semester • 9 Hours per Week • Prahran • Prerequisite: Nil

Teaching methods: Projects will generally be conducted within student-centred studio environment on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. Students will integrate design and technology and engage in entrepreneurial and research-based design projects. • Assessment: Group Work, Project Progress

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

- To enhance and further develop the knowledge and professional experience gained during the previous year in industry or to enhance and develop the quality of design project work undertaken in the final year of a Bachelor of Design program.
- To explore the relationship between intellectual investigation and practice through specific design projects in advanced areas of communication design.
- To further develop aspects of design leadership through design strategy and communication.
- To effectively document and complete a body of design projects.
- To enhance skills in CAD, presentation, specification, ergonomics (and, where appropriate, marketing) to a highly professional level.

Content

Students undertake a variety of creative projects at an advanced level. Where appropriate, professional, client-based projects may be undertaken. External projects and external consultation may also occur where appropriate. Students develop complete design projects, from initial research and problem analysis through conceptual development and presentation of sophisticated final design outcome.

HDDS512A Multimedia Design

12.5 Credit Points • 1 Semester • 4 Hours per Week • Prahran • Prerequisite: Nil

Teaching methods: Projects will be conducted in a studio environment, on location, through lectures, student consultation/discussion, demonstrations and critiques • Assessment: Continuous, Projects

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

- To further develop knowledge and skills in technology for Web-based work. Exploration of the World Wide Web as a communication medium.
- Introduction to vector and bitmap animation delivery for the Web. To enhance technical skills to realise design outcomes.
Aims & Objectives

- To develop professional digital presentation skills.
- To develop skills in design and visualisation using 3D modelling computer software.
- To develop digital rendering and animation skills.

Content

Students will explore the key functions of three-dimensional CAD conceptual modellers, 3D rendering and animation software to achieve professional digital presentations. Methodologies of digital concept development will be covered, including modelling, shelling, materials, lighting, cameras, file conversion, file management and exchange. Knowledge gained in this subject will be applied into the relevant Design Studio area.

HDDS512C Interior Design

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

- To develop professional digital presentation skills.
- To develop skills in design and visualisation using 3D modelling computer software.
- To develop digital rendering and animation skills.

Content

Electronic media: Through a combination of class exercises, tutorials and projects, students will learn to construct a three-dimensional architectural model. Methodologies of digital concept development will be covered, including modelling, shelling, materials, lighting, cameras, file conversion, file management and exchange. Knowledge gained in this subject will be applied into the relevant Design Studio area.

Reading Materials

Australian Standards Association, Australian Drafting Standard AS 1100.
Gill, R., Advanced Perspective.
Lockhard, W.K., Drawing as Means to Architecture.
Metric Handbook.
Panero, J. & Zelnik, M., Human Dimension and Interior Spaces.

Students will be expected to purchase relevant manuals/guides of the latest software and to refer to current magazines and journals such as Blueprint, Domus, EL Croquis, and Monument.

HDDS513A Communication Design

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

- To provide further opportunity for increased investigation into, and development of time-based media from an exploration of content and form, within interactive digital media and/or video production.
- To contribute to the student's development of sound idea-generation methodologies and documentation.

Content

Advanced investigation and research into time-based media. Constant definition and exploration of human-computer interaction and exploration of interactive techniques as applied to time-based visual communication. Creative, innovative and expressive development of video/sound/interactive forms will culminate in an online project.

Reading Materials

Reading lists will vary depending on students individual studies. Below is some suggested reading:

Adobe Classroom in a Book, Adobe Press.
Belantoni, J., Type in Motion.
Curran, S., Motion Graphics: Graphic Design for Broadcast and Film, Rockport, 2000.
Hall, P., Pause: 59 Minutes of Motion Graphics.

HDDS513B Industrial Design

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

- To focus on manufacturing principles and processes specific to the area of plastic design and associated material.
- Students will be investigating various manufacturing areas and techniques.

Content

A number of areas will be focused on during a program of lectures and tutorials complemented by regular industry visits. Students will report upon:

- Plastic tooling construction
- Polymer technologies
- Manufacturing processes
- Composite materials

HDDS513C Interior Design

Aims & Objectives

To provide students with knowledge of construction and documentation principles, standards and services commonly used in association with the exhibition industry.

Content

A variety of issues will be discussed and implemented into design project activity. Issues will include: exhibition planning, budgets, time management, installation, subcontractors, transportation, organisation, understanding the client, public liaison, legal and ethical issues, venue and exhibition preparation, labels and support material, working on-site, health and safety issues, design for disassembly, design for reuse, scheduling, consultation.
HDDS514A CD Honours Research 7
25 Credit Points • 1 Semester • 4 Hours per Week • Prahran • Prerequisite: Nil
Teaching methods: Projects will generally be conducted in a student-centred studio, on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. Assessment: Class Presentations, Continuous, Final Report Presentation, Project(s)
A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives
• To apply professionally related skills and advanced graphic techniques to a complex project.
• To apply design research methodology to a major design outcome.
• To enhance communication design concepts and skills.
• To enable students to achieve advanced solutions in visual communication, through planned, systematic, collection, analysis and interpretation of information.
• To undertake student-centred learning.
• To develop skills in project management.

Content
The project will determine a body of work in communication design that examines complex ideas of representation through planned and systematic collection, analysis and interpretation of information.

Honours research requires the undertaking of a major study, working in teams or individually, to explore research methodologies and graphic documentation. It may require students to work in teams to develop a formative proposal. Honours research normally leads to the development and execution of a major body of work defined by research methodology and the articulation of design. The project employs established and emerging research methodologies as part of the design process.

HDDS514B ID Honours Research 7
25 Credit Points • 1 Semester • 7 Hours per Week • Prahran • Prerequisite: Nil
Teaching methods: Research will be undertaken using a combination of empirical and bibliographic sources. Research will also involve studio workshop activity. Both will be undertaken in consultation with staff. Assessment: Final Report Presentation, Project(s), Research Paper
A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives
To introduce students to an in-depth analysis of design topics using research methods and to the benefits of such analysis to the development of design.

Content
The research project will involve the investigation of design topics using appropriate research methods. The student, in consultation with the Subject Convener, the Research Coordinator and the Year Coordinator, will select the research project. The result of this investigation will provide the basis of a written research component and a design component.
The written research component may take the form of:
• Dissertation; or
• An article for publication in a journal or magazine relevant to the subject of the research.
The design component requires the presentation of a finished design or design proposal, complete with supporting design material. Both the written research and the resulting design will have equal weight in the assessment.

HDDS514D Multimedia Design Technology 7
12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil
Teaching methods: Projects will be conducted in a studio environment, on location, through lectures, student consultation/discussion, demonstrations and critiques. Assessment: Continuous
A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives
• To further equip students with advanced technical skills in video editing and effects
• To combine technical and design skills to further the practice of design in multimedia design
Aims & Objectives

• To further enhance and develop the knowledge and professional experience gained during the previous year in industry or to enhance and develop the quality of visual communication undertaken in the final year of a Bachelor of Design program.

• To further explore the relationship between education and practice through specific design projects in advanced areas of communication design.

• To combine words, pictures, sound and motion to convey highly imaginative and compelling ideas to a particular audience.

• To further develop aspects of design leadership in through design strategy and communication.

• To effectively document and complete a body of design projects for professional preparation and publication.

Content

Students undertake a variety of creative projects at an advanced level. Where appropriate professional client-based projects may be undertaken. External projects and external consultation may also occur where appropriate. Students develop complete communication design projects, from initial research and problem analysis through conceptual development and presentation of sophisticated final design outcome. Students will normally undertake a range of projects within the areas of design communication, publication design, visual identity, advertising, communication design, digital design and image-making. Students will also propose connections between two-dimensional design and three-dimensional design by written or constructed projects. Students in multimedia studios will continue to develop the skills to create prototypes for interactive multimedia projects by integrating text, images, video and sound in original productions.

HDDS521B Group Multimedia Project 8 (MD)

25 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will be conducted in a studio environment, on location, through lectures, student consultation/discussion, demonstrations and critiques. • Assessment: Folio Presentations, Group Work, Thesis

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

• To further develop an understanding of the practice of design and narrative structure in multimedia design methods and technology.

• To encourage creative and expressive development of design, narrative form and sequenced image-making for multimedia.

Content

This subject consists of a major group project through which students will investigate aspects of design and sequence for multimedia outcomes. This will be a group-determined project. The project will develop the special principles of design that help the design process in various media. Projects and workbooks will describe the design strategies that inform the practice of multimedia design. Presentations will provide an understanding of the structural, sequencing and spatial organisation that describes aspects of visual communication. Investigations will continue into audio, video, animation, filmic imagery and 3D modelling requirements for digital delivery.

As part of this subject, students will submit a minor thesis that will explore issues relating to their major project. Issues such as contextuality, technology delivery and content development and reasoning will be raised and discussed.

Reading Materials


HDDS521C Studio Practice 8 (INTD)

25 Credit Points • 1 Semester • 9 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will generally be conducted within student-centred studio environment on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. Students will integrate design and technology and engage in entrepreneurial and research-based design projects. • Assessment: Final Report Presentation, Folio Presentations, Projects)

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

• To enhance and further develop the knowledge and professional experience gained during the previous year in industry or to enhance and develop the quality of design project work undertaken in the final year of a Bachelor of Design program.

• To explore the relationship between intellectual investigation and practice through specific design projects in advanced areas of communication design.

• To further develop aspects of design leadership through design strategy and communication.

• To effectively document and complete a body of design projects

• To enhance skills in C.A.D, presentation, specification, ergonomics (and, where appropriate, marketing) to a highly professional level.

Content

Students undertake a variety of creative projects at an advanced level. Where appropriate, professional, client-based projects may be undertaken. External projects and external consultation may also occur where appropriate. Students develop complete design projects, from initial research and problem analysis through conceptual development and presentation of sophisticated final design outcome.

HDDS521D Studio Practice 8 (ID)

25 Credit Points • 1 Semester • 9 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will generally be conducted within student-centred studio environment on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. Students will integrate design and technology and engage in entrepreneurial and research-based design projects. • Assessment: Final Report Presentation, Folio Presentations, Projects)

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

• To enhance and further develop the knowledge and professional experience gained during the previous year in industry or to enhance and develop the quality of design project work undertaken in the final year of a Bachelor of Design program.

• To explore the relationship between intellectual investigation and practice through specific design projects in advanced areas of communication design.

• To further develop aspects of design leadership through design strategy and communication.

• To effectively document and complete a body of design projects

• To enhance skills in C.A.D, presentation, specification, ergonomics (and, where appropriate, marketing) to a highly professional level.

Content

Students undertake a variety of creative projects at an advanced level. Where appropriate, professional, client-based projects may be undertaken. External projects and external consultation may also occur where appropriate. Students develop complete design projects, from initial research and problem analysis through conceptual development and presentation of sophisticated final design outcome.

HDDS522A Multimedia Design

12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will be conducted in a studio environment, on location, through lectures, student consultation/discussion, demonstrations and critiques • Assessment: Continuous

A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives

• To further equip students with advanced technical skills in video editing and effects.

• To combine technical and design skills to further the practice of design in multimedia design.
Content
Projects will consist of short tasks that introduce students to advanced video editing, special effects and action scripting. This will cover:
- Advanced aspects of video and audio techniques using digital capture and appropriate compression and decompression software (codecs).
- Further principles of video camera work: panning, focusing, lighting.
- Basic understanding and utilisation of the QuickTime standard as applied to audio, video and 3D interpretation and realisation.
- An introduction to specialist 3D modelling software and use of rendering, modelling, sculpting and lighting techniques to assimilate various physical properties.

Design and technology will culminate in an online project. Students will investigate technical aspects that relate to their individual and group projects.

Reading Materials
Purgason, T., Flash Deconstruction.
Webster, S., Foundation PHP for Flash.
Heine, N., Designing with J ava Script, O'Reilly, Berkeley, Cal, 1997.
Director 8 & Lingo Authorized, PeachPit Press, 2000.
Selected websites that are updated each semester.

HDDS522B Industrial Design
12.5 Credit Points  1 Semester  3 Hours per Week  Prahran  Prerequisite: Nil  Assessment: Assignments, Examinations, Project(s)
A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives
To develop advanced professional digital presentation skills.
To develop advanced skills in design and visualisation using multimedia software.
Development of multimedia skills and animation.

Content
Building upon previously developed digital skills, students will utilise multimedia software to produce professional digital outcomes relevant to Web design, Internet communication, and electronic folio documentation.

HDDS522C Interior Design
12.5 Credit Points  1 Semester  5 Hours per Week  Prahran  Prerequisite: Nil  Teaching methods: Tutorials, Field-based Site Visits, Studio-based Exercises  Assessment: Continuous
A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives
To provide students with knowledge of construction and documentation principles, standards and services commonly used in association with design projects.

Content
The tutorial-based delivery of this subject will be supplemented by various field-based site visits. Studio-based exercises would include practical drawing and sketching exercises. Construction Technology 3 will entail delivery by the use of instruction, visual examples, field studies and practical drawing work related to building projects studies, and the principles, construction standards and practices of various aspects of this class of construction.

Reading Materials
Building Code of Australia.
Timber framing codes.
State Government planning codes.
Notes on the science of building, CSIRO publications, building materials manufacturers, timber, steel and concrete development associations.

HDDS523A Multimedia Design
12.5 Credit Points  1 Semester  3 Hours per Week  Prahran  Prerequisite: Nil  Teaching methods: Projects will be conducted in a studio environment, on location, through lectures, student consultation/discussion, demonstrations and critiques.  Assessment: Continuous
A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives
To further equip students with advanced technical skills in DVD production and authoring/scripting.
To further develop an understanding of the practice of design in multimedia design methods and technology.
To develop the fundamental aspects of the content, function and context of visual communication as applied to multimedia.
Advanced program use in all aspects of design.

Content
Students will investigate DVD production, compression, scripting. Further exploration of interactive mediums and the World Wide Web as a communication medium. Advanced application of vector and bitmap animation delivery within these mediums. Further development of industry standard authoring software packages and Lingo and HTML scripting for interactive production over the World Wide Web and other specific mediums.

HDDS523B Industrial Design
12.5 Credit Points  1 Semester  4 Hours per Week  Prahran  Prerequisite: Nil  Assessment: Class Exercises, Class Presentations, Report, Tutorials
A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives
To focus on advanced manufacturing principles and processes specific to the area of product design.
Students will be exposed to a multitude of manufacturing areas and techniques.

Content
A program of lectures and tutorials complemented by regular site visits that students will report on. Students within groups will undertake a batch production design project and develop concepts, prototypes, packaging and costings analysis.

HDDS523C Interior Design
12.5 Credit Points  1 Semester  4 Hours per Week  Prahran  Prerequisite: Nil  Teaching methods: Tutorials, Demonstrations  Assessment: Class Exercises, Continuous, Project(s)
A subject in the Graduate Diploma of Design (Design Studies).

Aims & Objectives
This subject aims to expose students to a variety of software that can be used for exhibition, publication or professional presentations. The emphasis is on the acquisition of professional skills suitable for employment, and on the ability of students to develop forms of representation that identify work as their own.
At the conclusion of the subject students will have completed the sophisticated presentation of one or more of their own projects, forming the basis for production of their folio. Students will be expected to demonstrate a high level of competency in the technical aspects of the software. In addition to technical skills, students will be encouraged to extend conceptual skills through the cultivation of a critical position to the notions of representation and its place in the generation of a design process.

Content
Students are specifically required to work on the representation of their own projects, past and present. Building upon previously developed digital skills, students will utilise multimedia software to produce professional digital outcomes relevant to Web design, Internet communication and electronic folio documentation.

Reading Materials
Students will be expected to purchase relevant manuals/guides of the latest software and to refer to current magazines and journals such as Blueprint, Domus, El Croquis, and Monument.

HDDS524A CD Honours Research 8
25 Credit Points  1 Semester  4 Hours per Week  Prahran  Prerequisite: Nil  Teaching methods: Projects will generally be conducted in a student-centred studio, on a work-in-progress basis. Group discussion, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate.  Assessment: Class Presentations, Continuous, Final Report Presentation, Project(s)
Aims & Objectives

- To apply professionally related skills and advanced graphic techniques to a complex project.
- To apply design research methodology to a major design outcome.
- To enhance communication design concepts and skills.
- To enable students to achieve advanced solutions in visual communication, through planned, systematic, collection, analysis and interpretation of information.
- To undertake student-centred learning.
- To develop skills in project management.

Content

The project will determine a body of work in communication design that examines complex ideas of representation through planned and systematic collection, analysis and interpretation of information. Honours research requires the undertaking of a major study, working in teams or individually, to explore research methodologies and graphic documentation. It may require students to work in teams to develop a formative proposal. Honours research normally leads to the development and execution of a major body of work defined by research methodology and the articulation of design. The project employs established and emerging research methodologies as part of the design process.

Aims & Objectives

- To provide pathways to further postgraduate study.
- To develop independence, focus and project management.

Content

Students undertake either to continue to develop the initial research undertaken in HDI472 or to undertake a new project. The design component will show the presentation of the finished design or design proposal, complete with supporting design material. Both the written research and the resulting design will have equal weight in the assessment.

Aims & Objectives

- To further develop an understanding of the practice of design and narrative structure in multimedia design methods and technology.
- To encourage creative and expressive development of design, narrative form and sequenced image-making for multimedia.

Content

This subject consists of an individual minor project through which the student will undertake advanced investigation of aspects of design and sequence for multimedia. The project will develop the special principles of design that help the design process in various media. Projects and workbooks will describe the design strategies that inform the practice of multimedia design. Presentations will provide an understanding of the structural, sequencing and spatial organisation that describes aspects of visual communication. Further investigations will be made into audio, video, animation, filmic imagery and 3D modelling requirements for digital delivery. Creative, innovative and expressive development of video image/sound/interactive forms will be encouraged.

Reading Materials


Aims & Objectives

- To undertake student-centred learning.
- To enable students to achieve advanced solutions in visual communication, through planned, systematic, collection, analysis and interpretation of information.
- To undertake student-centred learning.
- To develop skills in project management.
the particular design discipline (e.g. Industrial Design, Communication Design, Interior and Exhibition Design, Multimedia Communication Design).

**Content**

Design Project One will follow the international industry standard format for a design project. This will involve a response to a comprehensive design brief describing (a) the design problem to be investigated (b) the parameters of the investigation and (c) the nature of the outcomes and the format of their presentation (e.g. exhibition, CD-ROM). However, if the student chooses, and has the background to do so, they may formulate an individual brief in association with their design mentor. Given the primary aim of the project, a high level of creativity will be expected. Within the context of the brief, students will develop individual projects, reflecting their own design discipline (e.g. Industrial Design, Communication Design, Interior and Exhibition Design, Multimedia Communication Design) and the design problem to be investigated.

**HDM502 Design Project 2**

50 Credit Points  •  1 Semester  •  Prahran  •  Prerequisite: HDM 501  •  Assessment: Class Presentations, Continuous, Design Report

A subject in the Graduate Diploma of Design and Master of Design programs.

**Aims & Objectives**

The primary aim of Design Project Two is to achieve a creative solution to a design problem that is both technically and commercially viable within the constraints of the particular design discipline (e.g. Industrial Design, Communication Design, Interior and Exhibition Design, Multimedia Communication Design).

**Content**

Design Project Two will follow the international industry standard format for a design project. This will involve a response to a comprehensive design brief describing (a) the design problem to be investigated (b) the parameters of the investigation and (c) the nature of the outcomes and the format of their presentation (e.g. exhibition, CD-ROM). However, if the student chooses, and has the background to do so, they may formulate an individual brief in association with their design mentor. Given the primary aim of the project, a high level of creativity will be expected. Within the context of the brief students will develop individual projects, reflecting their own design discipline (e.g. Industrial Design, Communication Design, Interior and Exhibition Design, Multimedia Communication Design) and the design problem to be investigated.

**HDM511 Multimedia Design Technology 1**

12.5 Credit Points  •  1 Semester  •  6 Hours per Week  •  Prahran  •  Prerequisite: Nil  •  Assessment: Class Presentations, Continuous, Design Report

A subject in the Graduate Certificate of Design, Graduate Diploma of Design, Master of Design.

**Aims & Objectives**

This subject develops students’ basic awareness of contemporary software and hardware for multimedia design. Software skills are taught to enable students to realise web-based multimedia design projects (group and individual) and to develop a realistic understanding of what is achievable in their own work. Strong emphasis is placed on developing a solid understanding of the process of multimedia design.

**Content**

This subject introduces software for basic interactivity in ‘stand alone’ media and for those online applications integral to user experience. Information about the latest trends and developments in multimedia technology is provided. Students are also introduced to electronic presentation formats.

**Reading Materials**

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the semester.

**HDM512 Individual Multimedia Design Project 1**

12.5 Credit Points  •  1 Semester  •  3 Hours per Week  •  Prahran  •  Prerequisite: Nil  •  Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques.  •  Assessment: TBA

A subject in the Graduate Certificate of Design, Graduate Diploma of Design, and Master of Design.

**Aims & Objectives**

Students are challenged to explore the distinctive principles and processes that inform multimedia design. Classes outline the elements and methods that make up a viable multimedia design project, including concept development, design context, design elements, audience/user profile, technical requirements, project planning, design process, project management and time-scheduling.

**Content**

This subject is built around an individual, self-determined design project in the area of interactive electronic communication design. Classes focus on understanding the structural, sequential and spatial organisation of a web based project. The history of the World Wide Web and related media is discussed, including the design innovations that have arisen out of digital technology. The project is supported by technical information delivered in HDM511.

**HDM513 Group Multimedia Design Project 1**

25 Credit Points  •  1 Semester  •  6 Hours per Week  •  Prahran  •  Prerequisite: Nil  •  Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques.  •  Assessment: TBA

A subject in the Graduate Certificate of Design, Graduate Diploma of Design, and Master of Design.

**Aims & Objectives**

This subject is built around a self-determined group project in the area of interactive electronic communication design for the World Wide Web, and places particular emphasis on creating meaningful user experiences. Through the group project students also come to understand the dynamics of teamwork and project management in multimedia design, including the need to share technical and design strategies to best deliver a project. Students are challenged to develop effective approaches to the presentation and documentation of web-based content.

**Content**

Classes consider the development and production of audience-focused content for the World Wide Web. The principles of information architecture, interface design, and visual and audio navigation are introduced, as are issues concerning design context, technology delivery, and audience testing. Basic skills in project presentation will be taught. The project is realised through technical information delivered in HDM511.

**Reading Materials**

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the program.

**HDM5PP Multimedia Design Professional Practice 1**

25 Credit Points  •  1 Semester  •  Prahran  •  Prerequisite: Nil  •  Teaching methods: Teaching and learning will be conducted within a studio environment on actual design projects. Group discussions, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. During the program participants will take both leading and supporting roles in the realisation of projects.  •  Assessment: Continuous, Folio Presentations, Project(s)

A subject in the Graduate Certificate of Design, Graduate Diploma of Design, and Master of Design.

**Aims & Objectives**

This subject offers a program of experiential learning in advanced practice in multimedia design. By participating in a sequence of design projects students gain enhanced knowledge and understanding of:

- Design methods, processes and professional practice in the context of contemporary multimedia design.
- Design’s strategic role in business.
• The role of technology in the realisation of contemporary design projects.
• The refinement of design deliverables to an advanced level.
• Applied design research methods, especially socio-demographics and interdisciplinary methods for the development of user-centred design.

Projects will be undertaken in the Faculty of Design’s Design Research Centre. The Design Research Centre is a working design studio that develops innovative design projects, especially where innovation is supported by applied design research. Projects may include both commissioned projects and self-determined projects.

Content

Design projects are the context through which students are informed about:
• The creative methods and strategies used in Multimedia Design practice.
• Best practice client management processes, including project and time management skills, proposal writing, timelines, quoting and invoicing, protocols for meetings and presentations, and methods for describing the design process and design outcomes to clients.
• Internal management of a design studio, including ways of managing workflow, organisational structures, teamwork, studio forms, etc.
• Design research methods for applied practice.

HDM600 Individual Design Project 2

50 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Student and advisor engage in a regular sequence of critical conversations about the nature of the project and the framework for design. • Assessment: Class presentations, Continuous, Folio Presentations, Project(s)

A subject in the Graduate Diploma of Design (Multimedia Design) and Master of Design (Multimedia Design)

Aims & Objectives

Individual Design Project 2 allows experienced designers with their own professional context to engage in design activity that contributes to the development of their on-going practice. The objective is to develop design products that are original and relevant to the field of contemporary Multimedia Design, technically and commercially viable, and resolved to the highest industry standards.

Content

The principle activity in this subject will be self-directed design activity conducted under the guidance of a design advisor. Activity will focus on the production of design work(s) either reflecting the needs and forms of Multimedia Design in the contemporary social, cultural and economic context or design work(s) closely associated with students’ self-identification as a designer. Strong emphasis will be placed on the reasoned, reflective and systematic development of design process and design outcomes.

HDM601 Major Design Project

100 Credit Points • 1 Year • Prahran • Prerequisite: HDM 502, HDM 502 • Assessment: Design Report, Folio Presentations

A subject in the Master of Design programs.

Aims & Objectives

The primary aim is to creatively integrate the knowledge/skills acquired in Design Projects One and Two in the solution of a design problem. As previously, the solution must be both technically and commercially viable within the constraints of the particular design discipline (e.g. Industrial Design, Communication Design, Interior and Exhibition Design, Multimedia Communication Design).

Content

The focus of the Major Design Project will be the integration of the knowledge and skills gained from Design Projects One and Two. Integration should seek to extend the design discipline into new areas of exploration. Supporting this will be a project document that describes the parameters of the investigation. As previously, the Major Design Project will follow the international industry standard format for a design project. This will involve a response to a comprehensive design brief describing (a) the design problem to be investigated (b) the parameters of the investigation and (c) the nature of the outcomes and the format of their presentation (e.g. exhibition, CD-ROM). However, if the student chooses, and has the background to do so, they may formulate an individual brief in association with their design mentor. Given the primary aim of the project, a high level of creativity will be expected. Within the context of the brief students will develop individual projects, reflecting their own design discipline (e.g. Industrial Design, Communication Design, Interior and Exhibition Design, Multimedia Communication Design) and the design problem to be investigated.

HDM621 Multimedia Design Technology 2

12.5 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Technology tutorials will be delivered in a studio environment through lectures, discussion, demonstrations and critiques. • Assessment: Assessment is based on the utilisation and understanding of technology in student projects, both group and individual. An additional deliverable will be required to ascertain formal knowledge of technology

A subject in the Graduate Diploma of Design (Multimedia Design) and Master of Design (Multimedia Design)

Aims & Objectives

This subject provides students with a foundation in the principles and production of digital video and audio for time-based media in current technological and cultural contexts. Strong emphasis is placed on developing a solid understanding of the process of multimedia design in the area of time and sequence.

Content

Through the introduction of in-camera basics and editing software, students are provided with the skills to capture, digitise, edit and construct video and audio material for various media. Animation techniques and simple visual effects are covered. Exercises encompassing vital areas of production on a small scale, gives students a realistic understanding of what is achievable in individual and group projects.

Reading Materials

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the program.

HDM622 Individual Multimedia Design Project 2

12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques. Students also initiate peer feedback through semester presentations. • Assessment: TBA

A subject in the Graduate Diploma of Design (Multimedia Design) and Master of Design (Multimedia Design)

Aims & Objectives

Through the development of a self-determined individual project, students are challenged to explore design for time and sequence. Students are exposed to industry-relevant approaches to narrative development, storyboarding and screen design. An important element of the subject is understanding how technology determines the selection and presentation of vision and sound in multimedia projects.

Content

The subject delivers knowledge, skills and experience on the process of multimedia design for time and sequence. This includes project planning, schematic diagramming of project content and imagery, storyboarding techniques, scriptwriting, motion graphics design, animation and editing. Students work closely with lecturers to clarify conceptual intent. Experimentation with sequencing and spatial organisation is encouraged. The project is realised through technical information delivered in HDM 621.

Reading Materials

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the program.

HDM623 Group Multimedia Design Project 2

25 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques. Students also initiate peer feedback through semester presentations. • Assessment: TBA

A subject in the Graduate Diploma of Design (Multimedia Design) and Masters of Design (Multimedia Design)
Aims & Objectives
The group project develops students' independent design vision in parallel with the teamwork skills required in professional practice. Through their involvement in defining creative direction and design strategy, project planning, pre-production, project management, and technical production, students become suffused in the process of multimedia design production.

Reading Materials
Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the program.

HDM6PP Multimedia Design Professional Practice 2
25 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Teaching and learning will be conducted within a studio environment on actual design projects. Group discussions, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. During the program participants will take both leading and supporting roles in the realisation of projects. • Assessment: Class presentations, Continuous, Folio Presentations, Project(s)
A subject in the Graduate Diploma of Design (Multimedia Design) and Master of Design (Multimedia Design)

Aims & Objectives
This subject offers a program of experiential learning in advanced practice in multimedia design. By participating in a sequence of design projects students gain enhanced knowledge and understanding of:
• Design methods, processes and professional practice in the context of contemporary multimedia design.
• Design's strategic role in business.
• The role of technology in the realisation of contemporary design projects.
• The refinement of design deliverables to an advanced level.
• Applied design research methods, especially socio-demographics and interdisciplinary methods for the development of user-centred design.

Projects will be undertaken in the Faculty of Design's Design Research Centre. The Design Research Centre is a working design studio that develops innovative design projects, especially where innovation is supported by applied design research. Projects may include both commissioned projects and self-determined projects.

Content
Design projects are the context through which students are informed about:
• The creative methods and strategies used in Multimedia Design practice.
• Best practice client management processes, including project and time management skills, proposal writing, timelines, quoting and invoicing, protocols for meetings and presentations, and methods for describing the design process and design outcomes to clients.
• Internal management of a design studio, including ways of managing work flow, organisational structures, teamwork, studio forms, etc.
• Design research methods for applied practice.

HDM701 Individual Design Project 3
50 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Student and advisor engage in a regular sequence of critical conversations about the nature of the project and the framework for design • Assessment: Class presentations, Continuous, Folio Presentations, Project(s)
A subject in the Masters of Design (Multimedia Design)

Aims & Objectives
Individual Design Project 3 allows experienced designers with their own professional context to engage in design activity that contributes to the development of their on-going practice. The objective is to develop design products that are original and relevant to the field of contemporary Multimedia Design, technically and commercially viable, and resolved to the highest industry standards.

Content
The principle activity in this subject will be self-directed design activity conducted under the guidance of a design advisor. Activity will focus on the production of design work(s) either reflecting the needs and forms of Multimedia Design in the contemporary social, cultural and economic context or design work(s) closely associated with students' self-identification as a designer. Strong emphasis will be placed on the reasoned, reflective and systematic development of design process and design outcomes.

HDM702 Individual Design Project 4
50 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Student and advisor engage in a regular sequence of critical conversations about the nature of the project and the framework for design • Assessment: Class presentations, Continuous, Folio Presentations, Project(s)
A subject in the Master of Design (Multimedia Design)

Aims & Objectives
Individual Design Project 4 allows experienced designers with their own professional context to engage in design activity that contributes to the development of their on-going practice. The objective is to develop design products that are original and relevant to the field of contemporary Multimedia Design, technically and commercially viable, and resolved to the highest industry standards.

Content
The principle activity in this subject will be self-directed design activity conducted under the guidance of a design advisor. Activity will focus on the production of design work(s) either reflecting the needs and forms of Multimedia Design in the contemporary social, cultural and economic context or design work(s) closely associated with students' self-identification as a designer. Strong emphasis will be placed on the reasoned, reflective and systematic development of design process and design outcomes.

HDM711 Multimedia Design Technology 3
12.5 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Technology tutorials will be delivered in a studio environment through seminars, discussion, demonstrations and critiques. • Assessment: Assessment is based on the utilisation and understanding of technology in student projects, both group and individual. An additional deliverable will be required to ascertain formal knowledge of technology.
A subject in the Master of Design (Multimedia Design)

Aims & Objectives
Through the acquisition of advanced software knowledge students produce more informed and ambitious design projects. Students may either pursue specialist areas of technical knowledge relevant to their projects or broaden their existing skill base.

Content
Students are informed about innovative methods for creating interactive content and/or sophisticated, time-based media. Specialist tutors advise students on the latest software trends and innovations, expanding the range of what they can produce. Technology components include advanced authoring (either Lingo or Action Script) and DVD interface design and production. At this level, however, students are expected to determine their own software needs, as would be the case in industry.

Reading Materials
Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the subject.

HDM712 Individual Multimedia Project 3
12.5 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques. • Assessment: TBA
A subject in the Master of Design (Multimedia Design)

Aims & Objectives
The complex issues surrounding convergent media provide the thematic framework for group projects. Students are challenged to use their growing knowledge and understanding of the changing communication environment, and of innovations in design and technology in new media to select an appropriate combination of design strategy, content, technology and medium for their project.
Content

Through the production of self-initiated projects, knowledge concerning the visual, audio, temporal and kinaesthetic elements of interactive and motion-based design is delivered. Projects may either investigate users’ experience of interactivity in specific mediums or representational approaches to motion design. Contemporary cinema in the digital age and its relationship to screen design is investigated, as are experimental animation and post-effects for screen design. The fluidity between physical and virtual environments in contemporary multimedia design is a central theme. Students are specifically guided to diagram the relationship between structure and content in multimedia projects, and to understand the principles of narrative mapping. The project is realised through technical information delivered in HDM D711.

Reading Materials

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the program.

HDM713 Group Multimedia Project 3
25 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques. • Assessment: TBA

A subject in the Master of Design (Multimedia Design)

Aims & Objectives

Through the production of self-initiated group projects, students are challenged to understand technology’s role in mediating meaning and experience in multimedia design. Group project work increasingly mirrors the dynamics of team-work, project management and interdisciplinary exchange in professional practice.

Content

Discussion concentrates on interdisciplinary strategies for content development and design as well as the contextualising role of convergent media in contemporary design projects. Theories of complex narrative form and user-centred design are introduced, as is the history and future of game design and new screen based products. Emphasis is placed on ideation techniques, concept development, project planning, pre-production and project documentation. The project is realised through technical assistance undertaken in HDM D711.

Reading Materials

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the program.

HDM71PP Multimedia Design Professional Practice 3
25 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Teaching and learning will be conducted within a studio environment on actual design projects. Group discussions, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. During the program participants will take both leading and supporting roles in the realisation of projects. • Assessment: Class presentations, Continuous, Folio Presentations, Project(s)

A subject in the Master of Design (Multimedia Design)

Aims & Objectives

This subject offers a program of experiential learning in advanced practice in multimedia design. By participating in a sequence of design projects students gain enhanced knowledge and understanding of:

- Design methods, processes and professional practice in the context of contemporary multimedia design.
- Design’s strategic role in business.
- The role of technology in the realisation of contemporary design projects.
- The refinement of ideas through prototyping.
- Applied design research methods, especially socio-demographics and interdisciplinary methods for the development of user-centred design.

Projects will be undertaken in the Faculty of Design’s Design Research Centre. The Design Research Centre is a working design studio that develops innovative design projects, especially where innovation is supported by applied design research. Projects may include both commissioned projects and self-determined projects.

Content

Design projects are the context through which students are informed about:

- The creative methods and strategies used in multimedia Design practice.
- Best practice client management processes, including project and time management skills, proposal writing, timelines, quoting and invoicing, protocols for meetings and presentations, and methods for describing the design process and design outcomes to clients.
- Internal management of a design studio, including ways of managing work flow, organisational structures, teamwork, studio forms, etc.
- Design research methods for applied practice.

HDM721 Multimedia Design Technology 4
12.5 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Technology tutorials will be delivered in a studio environment through seminars, discussion, demonstrations and critiques. • Assessment: Assessment is based on the utilisation and understanding of technology in student projects, both group and individual. An additional deliverable will be required to ascertain formal knowledge of technology.

A subject in the Master of Design (Multimedia Design)

Aims & Objectives

Attainment of advanced software knowledge affords students a heightened awareness of the creative and communicative possibilities in multimedia design. Students achieve an independent understanding of the selection of appropriate software for multimedia design applications, enabling them to specialise in specific areas of multimedia production.

Content

Industry standard software computer applications and techniques are investigated for the production of design content for convergent media. Specialist academic and industry tutors instruct students in industry relevant technology. Digital sound/video or advanced authoring is provided for project support. Students are required to initiate problem solving and manage software complexity, structuring data, positioning information and investigating efficient output methods. The role of technology in defining contemporary culture and communication is discussed.

Reading Materials

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the semester.

HDM722 Individual Multimedia Design Project 4
12.5 Credit Points • 1 Semester • 3 Hours per Week • Prahran • Prerequisite: Nil • Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques. • Assessment: TBA

A subject in the Master of Design (Multimedia Design)

Aims & Objectives

Students develop self-initiated projects that address the idea that the creation of experiences is fundamental to multimedia design. Students are challenged to enliven the nature of information or other text-based, aural or visual content by designing resonant multimedia communications.

Content

Discussion focuses on the experiential potential of visual, audio, temporal, and kinaesthetic elements of multimedia design. Methods and strategies in motion design and the connection between kinetic typography and cinema in the digital realm are investigated. Experimental animation and video techniques are considered, as is the design of physical and virtual environments, and information architecture for interactive content. The project is supported through technical assistance undertaken in HDM D721.

Reading Materials

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the program.
HDM723 Group Multimedia Design Project 4

25 Credit Points • 1 Semester • 6 Hours per Week • Prerequisite: Nil • Teaching methods: Projects will be conducted in a studio environment, on location, through seminars, individual student consultations, class discussions, demonstrations and critiques. • Assessment: TBA

A subject in the Master of Design (Multimedia Design)

Aims & Objectives

Students develop self-initiated group projects exploring the nature of collaboration in complex digital contexts. Collaboration allows students to create more informed, and technically and creatively ambitious projects. Students determine message content, audio and visual form, and output modes relative to their project. Although individual self-expression and creative invention is encouraged, teamwork and problem solving are considered equally important in reflecting industry practice.

Content

Activity is focused on interdisciplinary experiments with multimedia design content in any application or technology. Issues of visual language and visual culture in film, television, and interactive media are discussed, with emphasis on the multi-dimensional character of new media forms. Projects may reflect media convergence or centre around a concentrated investigation of a particular aspect of multimedia design. For example, scripting within non-linear formats, multimedia for special needs or targeted audiences, experimental animation and video techniques, the design of virtual environments, title design, game design, information design and specialist areas of information visualisation. The project is realised through technical assistance undertaken in HDM D721.

Reading Materials

Due to the constantly changing nature of multimedia design technologies and applications, up-to-date reading guides will be distributed in the first week of the program.

HDM723P Multimedia Design Professional Practice 4

25 Credit Points • 1 Semester • Prahran • Prerequisite: Nil • Teaching methods: Teaching and learning will be conducted within a studio environment on actual design projects. Group discussions, site visits, research, consultation, evaluation, critique sessions and presentations will be conducted where appropriate. During the program participants will take both leading and supporting roles in the realisation of projects. • Assessment: Class presentations, Continuous, Folio Presentations, Projects)

A subject in the Master of Design (Multimedia Design)

Aims & Objectives

This subject offers a program of experiential learning in advanced practice in multimedia design. By participating in a sequence of design projects students gain enhanced knowledge and understanding of:

- Design methods, processes and professional practice in the context of contemporary multimedia design.
- Design's strategic role in business.
- The role of technology in the realisation of contemporary design projects.
- The refinement of design deliverables to an advanced level.
- Applied design research methods, especially socio-demographics and interdisciplinary methods for the development of user-centred design.

Projects will be undertaken in the Faculty of Design's Design Research Centre. The Design Research Centre is a working design studio that develops innovative design projects, especially where innovation is supported by applied design research. Projects may include both commissioned projects and self-determined projects.

Content

Design projects are the context through which students are informed about:

- The creative methods and strategies used in multimedia Design practice.
- Best practice client management processes, including project and time management skills, proposal writing, timelines, quoting and invoicing, protocols for meetings and presentations, and methods for describing the design process and design outcomes to clients.
- Internal management of a design studio, including ways of managing work flow, organisational structures, teamwork, studio forms, etc.
- Design research methods for applied practice.

HMD723 Group Multimedia Design Project 4

25 Credit Points • 1 Semester • 6 Hours per Week • Prahran • Prerequisite: HMDP601 • Teaching methods: Lecture and Tutorial • Assessment: Progressive evaluation of work through each semester, with a digital project and workbook presented at the end of each semester. Submission of minor thesis (2500 words).

A subject in the Graduate Certificate, Graduate Diploma, and Master of Design (Multimedia Design).

Aims & Objectives

- To produce through collaborative research a major interactive multimedia project.
- To explore through innovation and creativity the defining processes of interactive multimedia design.

Content

Through focused exploration, the project will show a comprehensive knowledge of the potential of interactive multimedia or highlight an in-depth understanding of a particular aspect of the media, such as scripting within non-linear formats, multimedia for special needs or targeted audiences, experimental animation and video techniques, the design of physical and virtual environments etc.

A minor dissertation is integrated into this subject and will, through critique, analysis and synthesis, describe the process and outcome of the project.

Reading Materials


HEI611 New Venture Leadership

12.5 Credit Points • 1 Semester • 33 Hours • Hawthorn • Prerequisite: Nil • Teaching methods: Class Sessions involving Discussions, Case Exercises, Field Work Assignments and Active Participation of all Class Members • Assessment: Team Project and Presentation 60%, Individual Project and Presentation 40%

A Stage 1 subject in the Master of Entrepreneurship & Innovation suite.

Aims & Objectives

This subject is the first in the stream of subjects in the M EI that focus on organisation and leadership and in particular the people dimension of organisations. The aim is to provide a foundation for understanding organisation dynamics, as businesses/enterprises are established and develop. This understanding is necessary to avoid over-emphasising some areas of business/enterprise development while ignoring others.

Content

The subject introduces students to a systematic way of thinking about, and analysing organisation behaviour. In another sense though it is not introductory, because all of us come to class with experience of organisations and assumptions about what promotes or inhibits innovation. The syllabus is structured around a ‘multiple frames’ perspective (human, structural, political, symbolic) with a significant emphasis on leadership. This approach provides a focused and integrated, coverage of the mainstream management literature, while challenging the student to discover his/her own blind-spots and preferences. The subject encourages students to explore their own approaches to leadership and management. Another important element of the subject design is its emphasis on learning through field-work assignment rather than relying on classroom teaching. To this end, the group assignment requires students to develop through interaction, a general competence for multi-frame analysis.

Topics covered during the subject:

- Organisation behaviour – terminology and models
- Group and team behaviour
- Group and team leadership
- Leadership for businesses/enterprise development
- Organisation Frames and frame analysis:
- Human – the dynamics of human resources
For supplementary reading references, refer to the full subject outline on Blackboard.

Recommended Reading

For supplementary reading references, refer to the full subject outline on Blackboard.

HEI621 New Venture Financial Management
12.5 Credit Points • 1 Semester • 33 Hours • Hawthorn • Prerequisite: Nil
Teaching methods: Lecture and Workshop, Class Sessions involving Discussions, Case Exercises and Active Participation of all Class Members • Assessment: Individual Assignments 40%, Individual Class Contribution 15%, Group Assignment and Presentation 45%
A Stage 1 subject in the Master of Entrepreneurship & Innovation suite.

Aims & Objectives
There are two parts of a business, the operational part and the financial part. The operational part concerns itself with creating and delivering value to customers, whereas the financial part concerns itself with the flow of money through the business. The operational part of the business requires a range of resources (people, inventory, and working capital, tangible and intangible assets); these resources are funded by the financial part of the business. In some ways the financial part of the business is the most important resource a business needs. Money is the resource we use to acquire all the other resources we need to operate the business. Often however the financial part of the business is the least understood.

The way we operate the business directly impacts the finances and in turn impacts the resources the business has at its disposal. The interplay between operations and finances is often not well understood by the operators of emerging and high growth businesses. The short, medium and long term consequences of decisions and actions are often not fully understood and ramifications may be fatal to the company's aspirations. This subject aims to teach students the rules of the money game and how the operations of a business will impact the financial position of the business. The requirements of working capital and fixed capital will be explored along with how growth impacts finances, how to read and interpret financial data, how to use financial data to make decisions, how to use financial data to predict future financial position and capital needs.

Content
Topics covered during the subject:
- Sales/Cash Conversion Cycle
- Inventory/Purchasing/Payments Cycle
- Financial Statements
- Production Scheduling
- Financial Analysis
- Product Costing
- Cost Volume Profit decisions
- Financing Operations
- Budgeting and Forecasting

Recommended Reading

HEI691 Opportunity Evaluation
12.5 Credit Points • 1 Semester • 33 Hours • Hawthorn • Prerequisite: Nil
Teaching methods: Lectures, Class Sessions involving Discussions, Case Exercises and Active Participation of all Class Members • Assessment: Individual Work 55%; Group Assignment and Presentations 45%
A Stage 1 subject in the Master of Entrepreneurship & Innovation suite.

Aims & Objectives
Upon completion of this course students will have obtained the tools and mindset to:
- Define the differences between an idea and an opportunity.
- Explain the different criteria surrounding new business ventures and innovation strategies.
- Analyse the risk attached to grasping opportunities.
- Utilise criteria to successfully screen opportunities.
- Identify how to find information that can be used in screening opportunities.
- Recognise personal criteria that can be used in evaluating new ventures & innovation strategies.
- Conduct their own evaluation process on potential opportunities.
- Confidently evaluate other proposed new ventures or innovation strategies presented to them.

Content
The focus of this subject is how to determine the difference between ideas and value creation making business opportunities and covers the broad areas of:
- Financial and non financial requirements for evaluating opportunities
- Personal Business requirements
- The people dynamics
- The options for growth

Topics covered during the subject:
- Introduction to Innovation
- Sources of Innovation
- Opportunity Recognition
- Environmental Analysis
- New Venture Screening Guide
- Initial Screen
- Business Concepts
- Market/Product
- Market Analysis
- Competitive advantage issues
- Management/Entrepreneurial team
- Fatal Flaws
- Economics of the Business/Organisation
HEI711 Managing the Growing Business

12.5 Credit Points  •  1 Semester  •  33 Hours  •  Hawthorn  •  Prerequisite: HEI611  •  Teaching methods: Class Sessions involving Discussions, Case Exercises and Active Participation of all Class Members  •  Assessment: Individual Written Papers 50%; Group Work 50%

A Stage 2 subject in the Master of Entrepreneurship & Innovation suite

Aims & Objectives

By the end of the semester, students will be able to:

• Identify the stages of business growth and the problems/opportunities to be managed.
• Recognise the varying leadership capacities required in a growing enterprise.
• Describe the managerial imperatives of each stage of growth.
• Recognise the relationship between structure and growth.
• Understand the organisation dynamics related to mergers and acquisitions.

Content

This subject concentrates on developing students’ understanding of their own ability to lead and manage an enterprise as it moves through stages of growth. Without this awareness of self, students limit their opportunities to create successful enterprises; to form strategic alliances; and to move forward. Much of the program to date has been about identifying innovative opportunities and initiating new activities. This subject is concerned with how to maintain an innovation once it has been brought into being. Most creators/initiators need to draw on internal and external resources if their creation is to prosper. This subject addresses the dynamics of growth that need to be managed if that is to be beneficial, including: the leadership and management challenges associated with stages of organisational growth; organisation design requirements; and the ever-present ‘change process’. These dynamics of growth apply whether growth is from small to large, young to mature, private to public, shareholders to stakeholders, simple to complex, potential loss to realised profit, risky to secure.

Topics covered during the subject:

• Business growth life cycle & stage development
• Management and leadership roles as enterprises grow and mature
• Strategic human resource management
• Maintaining innovation
• Organisation design for business growth
• Alliances, mergers and acquisitions

Textbook


Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

HEI741 Creativity and Innovation

12.5 Credit Points  •  1 Semester  •  33 Hours  •  Hawthorn  •  Prerequisite: Nil  •  Teaching methods: Classes and Practical Exercises, Case Study Review, Project Application  •  Assessment: Individual Contribution to Case Study Discussion and Exploration 20%, Individual Assignment 20%  Personal Project 20%, Assignments, Team Project and Presentation 40%

A Stage 2 subject in the Master of Entrepreneurship & Innovation suite

Aims & Objectives

The subject is designed to develop in students practical skills of creativity and innovative thinking which entrepreneurial leaders require to identify opportunities, generate value-creating ideas and overcome barriers to rapidly commercialising new concepts. It includes:

• Learning a range of creative thinking tools and practical study application of these tools to the innovation and entrepreneurial process.
• Developing an appreciation of the personal and organisational factors that influence creativity and innovation, and how to influence/change them.
• Acquiring innovation team leadership and facilitation skills to prepare participants to lead teams to achieve breakthrough creativity and problem solving.

This subject assumes exposure in previous courses to the principles of the innovation process, marketing, accounting and leadership; the forces and ground rules that operate in organisations that seek to innovate and the various analytical tools that need to be used in business in general and innovation in particular.

We will seek to build on these principles by developing specific skills in creative and innovative thinking techniques. We will also focus on the team skills required by entrepreneurs and innovators to develop opportunities and solve problems. There will be a focus on practical application of these skills, both in the classroom when applied to learning activities and during individual and team assignments.

This course aims to equip participants with a set of practical tools to enable them to take a leadership role in applied creativity and innovation.

Textbook


Recommended Reading


Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.

Supplementary Reading References: Selected articles will be set up on the library internet site and through Blackboard for students to access.

Online learning platform: Swinburne University of Technology’s online learning platform is available through the library internet site and through Blackboard for students to access.
Content
Topics covered during the subject:
- Defining the Challenge – Imagineering and Focus
- Exploration – Radiant and Parallel Thinking
- Creative Interventions – Team facilitation for Entrepreneurs
- Deliberate Creative Thinking – The fundamentals of lateral thinking
- Designing Outcomes – From creativity to innovation

Textbooks

Recommended Reading

For supplementary reading references, refer to the full subject outline on Blackboard.

HE1791 The Business Plan

12.5 Credit Points  1 Semester  33 Hours  Hawthorn  Prerequisite: HEI621, HEI631, HEI691  Teaching methods: Lectures, Group Exercises, Case Study Discussion and Class Participation  Assessment: Group Report and Presentation 50%, Individual Case Study and Report 50%

A Stage 2 subject in the M aster of Entrepreneurship & Innovation suite.

Aims & Objectives
The focus of The Business Plan is implementation. Whereas in opportunity evaluation students focused on the validation of business opportunities, in The Business Plan, students develop the skills required to prepare business plans that can be used to implement ideas they have validated. These business plans will be a valuable tool, for raising capital and starting a new business.

Content
Topics covered during the subject:
- Role of Business Plan
- Structure of Business Plan
- Business Planning Process
- Implementation of Strategy
- Business Models
- Value Logics
- Managing for Growth
- Asset Management
- Intellectual Property
- The Marketing Plan
- Business Metrics
- The Operating Plan
- Starting a Business
- Start-up Infrastructure
- Cost Estimating
- Sources of Finance
- Negotiating Finance
- The Finance Plan
- The Management Team
- Exiting a Business
- Integration of Functional Plans
- Executive Summary
- Communication Strategies

Recommended Reading

Supplementary reading references will be made available on the library internet site for students to access.

HE1821 Growth Venture Evaluation

12.5 Credit Points  1 Semester  33 Hours  Hawthorn  Prerequisite: HEI621, HEI721 and HEI791  Teaching methods: Class Sessions involving Discussions, Case Exercises and Active Participation of all Class Members  Assessment: Team Project 40%, Individual Case Studies 60%

A Stage 3 subject in the Master of Entrepreneurship & Innovation suite.

Aims & Objectives
Participants will acquire sound theoretical knowledge and useful practical skills in the following key areas:
- A working definition of and perspective on entrepreneurship.
- A deep understanding the business start-up process.
- An appreciation of a number of applied valuation techniques.
- An understanding of deal structure: the jargon and mechanics of executing a new venture deal.
- An appreciation of the importance of protecting intellectual property.
- A regime for assessing the acquisition of an existing business.
- An overview of the sources of private risk capital.
- A general appreciation of the operation of the venture capital industry and the venture investment process.
- A broad appreciation of the issues involved in harvesting a new venture.
- A practical appreciation of the role and operation of the formal Venture Capital industry as using VC as the prime exemplar of the thinking process used by a new-venture, risk-capital investor.

Content
This subject allows participants the opportunity to acquire and refine the skills needed to understand and deal with key issues in evaluating and financing new ventures with high growth potential. The focus is upon maximising the likelihood of attracting risk-capital investors without whom a new venture would lack the capital to fulfil its plans. A former participant described the subject as: ‘... the down-to-earth business skills for making business dreams come true’. The core of the subject consists of each student, as an individual, preparing, delivering and defending nine detailed case analyses in open forum.

This subject provides students with the ability to apply knowledge of principles gained in all first year M EI subjects—especially financial principles— and apply and extend the practical skills of financial modelling acquired in HEI 621 and 721. Anyone weak in the areas of discounted cash flow analysis and financial modelling techniques would be well advised to undertake some hefty revision before classes commence. The subject assumes every student is competent in financial mathematics and DCF techniques.

The key words for this subject are ‘simulation’ and ‘stimulation’. Participants will enter the life and spirit of a number of real-world, state-of-the-art cases, developed to simulate archetypal situations faced by entrepreneurs in their quest to attract resources and investors to their proposed ventures. Case class discussion and analysis will be augmented by succinct presentations on relevant topics.

Recommended Reading
Content

The purpose of this course is to provide the appropriate alliance strategies to expand a business. During this course students will learn skills in networking, negotiation, alliance strategies and how to protect their idea throughout the process.

Topics covered during the subject:
- Networking techniques
- Forms of strategic relationships and their management issues
- Forms of negotiation and processes for generating a negotiable outcome

Recommended Reading

Fisher, Ury & Patton, Getting to Yes: Negotiating Agreements without Giving In, 2nd edn, Hutchinson.

For supplementary reading references, refer to the full subject outline on Blackboard.

HEI851 Corporate Entrepreneurship and Innovation

12.5 Credit Points - 1 Semester - 33 Hours - Hawthorn - Prerequisite: All core Stage 1 subjects of the MEI

Aims & Objectives

At the end of this course, students will be able to:
- Understand how established corporations can renew and revitalise themselves;
- Identify the relevance of purpose and organization concepts in an entrepreneurial corporation;
- Recognise the relevance of these concepts to the contexts of entrepreneurship, innovation, relationships and other emerging issues;
- Recognise how ‘entrepreneurial’ management differs from ‘beauracratic’ management;
- Understand the importance of culture in an organization and its effect on venture opportunities;
- Design new ventures to optimise the odds for success in a corporate framework

Content

The subject is designed to provide students with the skills and practice to pursue a career as professional entrepreneurs or as innovative executives in larger organisations and who may later face the task of managing the firm or a sub unit in an entrepreneurial and innovative context. It is highly relevant to students who wish to manage entrepreneurial ventures in established organizations.

Topics covered during the subject:
- Corporate Purpose
- Entrepreneurial Strategy
- Innovation as Strategy
- Impacts on Innovation of Culture and Structure
- Strategic Leadership and Relationships
- Emerging Entrepreneurial and Business Creation Issues
- Models for Corporate Innovation

Recommended Reading

Fisher, Ury & Patton, Getting to Yes: Negotiating Agreements without Giving In, 2nd edn, Hutchinson.

HEI861 Governance and Corporate Leadership

12.5 Credit Points - 1 Semester - 33 Hours - Hawthorn - Prerequisite: All Core Stage 1 subjects of the MEI

Aims & Objectives

At the end of this course, students will be able to:
- Understand how established corporations can renew and revitalise themselves;
- Identify the relevance of purpose and organization concepts in an entrepreneurial corporation;
- Recognise the relevance of these concepts to the contexts of entrepreneurship, innovation, relationships and other emerging issues;
- Recognise how ‘entrepreneurial’ management differs from ‘beauracratic’ management;
- Understand the importance of culture in an organization and its effect on venture opportunities;
- Design new ventures to optimise the odds for success in a corporate framework

Content

The subject is designed to provide students with the skills and practice to pursue a career as professional entrepreneurs or as innovative executives in larger organisations and who may later face the task of managing the firm or a sub unit in an entrepreneurial and innovative context. It is highly relevant to students who wish to manage entrepreneurial ventures in established organizations.

Topics covered during the subject:
- Corporate Purpose
- Entrepreneurial Strategy
- Innovation as Strategy
- Impacts on Innovation of Culture and Structure
- Strategic Leadership and Relationships
- Emerging Entrepreneurial and Business Creation Issues
- Models for Corporate Innovation

Recommended Reading


HEI882/883 Integrating Project A & B

25 Credit Points - 2 Semesters - 66 Hours - Hawthorn - Prerequisite: All Core Stage 1 and Stage 2 subjects of the MEI

Aims & Objectives

By the end of the subject, students will be able to:
- Select and articulate a distinct research problem in the field of entrepreneurship (including a thorough, targeted literature search)
- Produce a research design capable of addressing that problem
- Organise and commence the appropriate collection of data relevant to solving the chosen problem
- Analyse data using quantitative and qualitative data analysis techniques appropriate to the chosen research problem
- Prepare a report of the results of the analysis

Content

- Defining research and distinguishing entrepreneurship research
- Defining a Research Problem and Writing a Research Proposal
The Research Methodology seminar is designed to assist participants to acquire the conceptual and methodological material offered in the seminars and the assumptions which underpin them. Using the participant's thesis proposals as examples, participants will develop understanding of some of the skills required to undertake a professional investigation that involves a significant level of research. It emphasises the importance of formulating and articulating the research question and the philosophy and theoretical assumptions underlying different research methods and approaches.

**Content**

The Research Methodology seminar is designed to assist participants to acquire an understanding of some of the skills required to undertake a professional investigation that involves a significant level of research. It emphasises the importance of formulating and articulating the research question and the philosophy and theoretical assumptions underlying different research methods and approaches.

**Aims & Objectives**

To provide a set of research methodology seminar topics relevant to new researchers wishing to undertake HEI885/886/887 – Minor Thesis. The subject aims to help students to:

- Become familiar with a range of research approaches applicable in the field of business research and problem-solving.
- Develop the ability to formulate research questions and to select an appropriate methodology for the chosen research task.
- Understand the philosophical and theoretical assumptions underlying different research methods and approaches.
- Develop skills to write and structure a minor thesis.

**Recommended Reading**


**HEI884 Minor Thesis (Research Methods)**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: All Core Stage 1 and Stage 2 subjects of the MEI • Teaching methods: Face-to-face experiential learning: 12 x 2.75 hour seminars in one semester (or equivalent) with regular attendance requirement. Alternatively by Distance Learning: access to all materials in hard copy and on Blackboard/ WebCT; participation in discussion board and chat room, phone contact and email contact with doctoral seminar convenor • Assessment: Presentation, Written Assignments, 3000-word Research Proposal providing a blueprint for the HEI885/886/887 M inor Thesis phase.

A Stage 3 elective subject in the M aster of Entrepreneurship & Innovation suite.

**Aims & Objectives**

To provide a set of research methodology seminar topics relevant to new researchers wishing to undertake HEI885/886/887 – Minor Thesis. The subject aims to help students to:

- Become familiar with a range of research approaches applicable in the field of business research and problem-solving.
- Develop the ability to formulate research questions and to select an appropriate methodology for the chosen research task.
- Understand the philosophical and theoretical assumptions underlying different research methods and approaches.
- Develop skills to write and structure a minor thesis.

**Content**

The Research Methodology seminar is designed to assist participants to acquire an understanding of some of the skills required to undertake a professional investigation that involves a significant level of research. It emphasises the importance of formulating and articulating the research question and the philosophy and theoretical assumptions underlying different research methods and approaches.

**Recommended Reading**


Additional journal articles and book chapters are provided as readings. References to websites and books are also provided.

**HEI885/886/887 Minor Thesis**

HEI885 M inor Thesis (Full-time): 37.5 Credit Points – HEI886 M inor Thesis (Part-time): 12.5 credit points – HEI887 M inor Thesis (Part-time): 25 credit points • Supervision • Hawthorn • Prerequisite: All Core Stage 1 and Stage 2 subjects of the MEI and HEI884 Minor Thesis (Research Methods) • Teaching methods: Self directed work under supervisor’s guidance. • Assessment: HEI884 Research Methods (25%); HEI885/886/887 M inor Thesis (75%)

A Stage 3 elective subject in the M aster of Entrepreneurship & Innovation suite.

**Aims & Objectives**

The Minor Thesis will demonstrate that the candidate can appropriate and then apply the conceptual and methodological material offered in the seminars and the research methods subject of the MEI. In particular it will demonstrate the candidate’s capacity to critically evaluate relevant concepts and methods and demonstrate that the candidate has the capacity to describe clearly, argue cogently and communicate appropriately.

**Content**

Following on from HEI884, candidates must negotiate a research topic, which aligns with the AGSE research strengths of entrepreneurship and innovation, organisation and leadership and/or strategy and foresight.

**Recommended Reading**

To be prescribed by project supervisor as appropriate.

**HES6131 Procurement and Inventory Management**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (40%), Examination (60%)

A core subject in the Graduate Certificate in Logistics, Graduate Diploma in Logistics, and Master of Technology Management (Logistics)

**Aims & Objectives**

On completion of this unit, students will have an understanding of the skills required to procure and manage inventory. They will also develop the required purchasing and materials management skills for cost analysis, decision-making, quality management and value analysis.

**Content**

- Freight tracking.
- Concept and components of purchasing and inventory management.
- Role of the supply chain in achieving least cost in a manufacturing environment.
- Strategic considerations in the procurement of raw materials, components and services.
- Ethics, fair dealing and risk management in procurement.
- Development and growth of modern procurement and inventory management.
- M ethods including freight consolidation, cross docking, supplier development and lean supply methods.
- Strategic importance of procurement and inventory management to the provision of service and quality.
- Optimising inventory levels to provide appropriate service and maximise ROI.
- Role and impact of information technology and electronic commerce on current purchasing and inventory management practices.
- Development of M RP, ERP and synchronic support models.
- Sales and Operation Planning (SOP).
- Inventory management systems.

**Reading Materials**

As per Course Notes.

**HES6132 Managing Modern Distribution**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (40%), Examination (60%)

A core subject in the Graduate Certificate in Logistics, Graduate Diploma in Logistics, and Master of Technology Management (Logistics) and Bachelor of Technology (Air Transportation Management)

**Aims & Objectives**

On completion of this unit, students should have an understanding of the skills required for supply chain management and modern distribution process management.

**Content**

- Concept and components of modern distribution management, role played in the supply chain.
- Use of decision support models to minimise costs of distribution and for supply chain optimisation.
- Outsourcing distribution processes (3rd part logistics).
- Importance of distribution at strategic marketing level.
- Planning and managing modern distribution methods.
- Management Information Systems (MIS).
- Importance of distribution management to the provision of service and quality.
- Optimising distribution to provide appropriate service and maximise ROI.
- Role and impact of information technology and electronic commerce on current distribution practices.
- International distribution.

**Reading Materials**

**HES6133 Logistic Services Management**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (70%), Examinations (30%)

An elective subject in the Graduate Certificate in Logistics, Graduate Diploma in Logistics, and Master of Technology Management (Logistics)

**Aims & Objectives**
On completion of this unit, students will have an understanding of the role of logistics and freight operations in the commercial environment. They will appreciate the importance of the customer and how to manage and assess their needs.

**Content**
- Customer service issues, customer expectations.
- System design to meet defined customer needs.
- Managing the relationship.
- Strategic alliance development.
- Performance-based relationship, performance measures.
- Keeping the customer informed.
- Customer surveys, service integrity.
- Short-term and long-term supplier issues.
- Commissions.
- Selection criteria, industry type, liability issues, etc.

**Reading Materials**

**HES6134 Human Resources & Industrial Relations in Logistics**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (40%), Examination (60%)

An elective subject in the Graduate Certificate in Logistics, Graduate Diploma in Logistics, and Master of Technology Management (Logistics).

**Aims & Objectives**
This subject aims to equip students with an understanding of the Australian industrial relations systems, with particular emphasis on the Federal and Victorian jurisdictions.

**Content**
Provides a theoretical framework within which the industrial relations systems operate, the subject will address a range of contemporary issues, including current Federal and State legislative provisions, labour market reforms, trade union issues and the role of management in industrial relations. Also included is the understanding of the human resources skills necessary in the business logistics and freight operations environment.

**Reading Materials**

**HES6135 Introduction to Finance and Administration in Logistics**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (70%), Examination (30%)

A subject in the Graduate Certificate, Graduate Diploma and Master of Technology Management in Logistics.

**Aims & Objectives**
On completion of this unit, students will have an introduction to logistics business systems and the commercial knowledge required to operate in a logistic environment. They will also have gained an understanding of the financial skills necessary for gauging the performance of the business.

**Content**
- Business finance and accounting systems, including weekly profit & loss.
- Balance sheets, cash flow debtors.
- Asset utilisation and minimisation, asset ownership.
- Benchmarking, KPIs.
- IRR and ROI.
- Contract writing and negotiation.

**Reading Materials**

**HES6136 Finance and Administration in Logistics**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (70%), Examination (30%)

A subject in the Graduate Certificate, Graduate Diploma and Master of Technology Management in Logistics.

**Aims & Objectives**
On completion of this unit, students will have developed their skills obtained from the Logistics Business Systems unit. They will have mastered the financial skills necessary for assessing the performance of their business and will understand cost and non-cost approaches.

**Content**
- Activity-based costing of facilities.
- Costing of different business activities.
- Preparing tenders and proposals.
- Zero-based budgeting (its definition and how it is applied).
- Costing methods.
- Performance measures.
- Property issues, owning, renting, leasing.
- Government regulations.
- Government transport policy environment.
- Legal and regulatory requirements.

**Reading Materials**

**HES6137 Transport and Freight Operations**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (70%), Examination (30%)

An elective subject in the Graduate Certificate in Logistics, and a core subject in the Graduate Diploma in Logistics, and Master of Technology Management (Logistics).

**Aims & Objectives**
On completion of this unit, students will have an understanding of the various methods of transport and their operations. They will also be familiar with the transport environment and how it can be efficiently managed.

**Content**
- Air, sea, road and rail transportation.
- Freight forwarding line.
- Equipment selection process.
- Freight tracking, EDI.
- Computerised routing and scheduling.
- Selection criteria for different systems.
- Internet, emerging technologies and leading edge technologies.
- Selection, assessing and evaluating of relevant software and hardware packages.
- According to a determined set of criteria.
- Geographical Information Systems (GIS).
- Real Time Vehicle Performance Evaluation.

**Reading Materials**

As per Course Notes.

**HES6175 Project Costing**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures and tutorials or Distance Education and on line discussions • Assessment: Assignments 100%

A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

**Aims & Objectives**

To make the student aware of the principles and practices of Total Cost Management, and their application to establish and achieve time and cost budgets for engineered projects.

**Content**

- Projects & project life cycles
- Project delivery systems & commercial options
- Introduction to engineering economics, interest / DCF / cash flows / escalation
- Measurement of quantities (Australian Standard AS 1181)
- Work planning & the development of crews and production rates
- Work scheduling (bar charts / CPM / PERT)
- Cost estimation (order of magnitude / preliminary / definitive / detailed)
- Commercial aspects of Standard Conditions of Contract (AS 2124 and AS 4000 series)
- Risk Analysis AS / NZS 4360
- Time & cost control during project execution and ongoing activities

**Reading Materials**


**HES6176 Environmental Sustainability in Construction**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures and tutorial or Distance Education and on line discussions • Assessment: Assignments and participation in on-line discussions

A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

**Aims & Objectives**

- Understand the basic concepts of sustainability, sustainable development and sustainable construction.
- Have an appreciation of the international and local regulation developments in the area of sustainability.
- Have an appreciation of the causes and effects of climate change.
- Understand the effects of energy usage on greenhouse gas production and relevance of energy efficiency in buildings.
- Recognise the attributes of different materials and resources used in buildings from sustainability point of view.
- Assess and design for good indoor environment.
- Assess the functionality, durability and adaptability of buildings.
- Understand the impacts of a building on its surrounding environment and vice versa.
- Have an appreciation of the practical measures that can be implemented in design.
- Gain knowledge on sustainability tools and indicators available, their scopes and limitations.

**Content**

- Basic Concepts: Terminology, International Developments, National Developments
- Sustainability issues: Climate change, Energy, Resources and materials, Indoor Environment, Quality of building services, Outdoor Environment
- Implementation: Strategies, Design Issues, Tools and Indicators

**Reading Materials**

An extensive list of reading materials is provided with each topic. Many of the reading materials are available on the Internet.

**HES6177 International Construction**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education and on line discussions • Assessment: Assignments and participation in on-line discussions

A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

**Aims & Objectives**

The aims of this subject are to provide students with:

- A general understanding of the international construction market; and
- Learning experience in the key issues and concepts of procuring construction projects in an international context.

On completion of this subject the students should be able to:

- Appreciate the global construction market in terms of growth, trends and future challenges.
- Understand the economic and cultural aspects associated with working internationally.
- Be able to identify risk sources and assess their impact on international project operations.
- Understand the principles of project finance and the role played by the private sectors in the provision of infrastructure projects worldwide.
- Grasp the main features of complementary topics such as cross-border technology transfer and international joint ventures.

**Content**


**Reading Materials**

There are numerous textbooks, journals, magazine articles and websites dealing with various aspects of international construction. A list of recommended readings is provided at the end of each module (recommended papers will be supplied with study materials). Students may find the following textbook of some value:


**HES6191 Infrastructure Management**

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education and on line discussions • Assessment: Assignments and participation in on-line discussions

A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

**Aims & Objectives**

- Develop understanding of the deterioration mechanisms of the structural components and services of civil infrastructure systems.
- Identify how to evaluate their present condition using the appropriate assessment technologies.
- Learn how life cycle performance models are developed and applied.
Content
Types of infrastructure considered in this subject include Road Pavements, Bridges, Drainage and sewer systems and Water supply system. Topics covered include:
- Deterioration of infrastructure elements and services
- Deterioration/performance models
- Inspection and assessment technologies

Reading Materials
Hashimoto, Y, Improving Productivity in Construction.

HE66195 Construction Management Project
12.5 Credit Points • 1 Semester • Distance Education • Prerequisite: Nil
Teaching methods: Distance Education & Tutorials • Assessment: Assignments
An elective subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology in Management (Construction Management).

Aims & Objectives
To develop an awareness of efficient site management techniques.

Textbooks
Hashimoto, Y, Improving Productivity in Construction.

HE66600 Introductory Human Factors
12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil
Teaching methods: Distance Education, 2-Day In-House Seminar • Assessment: Assignments, Examinations
A subject in the Graduate Certificate in Aviation Human Factors, Graduate Diploma in Aviation Human Factors, and Master of Technology in Aviation Human Factors.

Aims & Objectives
This subject is designed to be presented in a distance education format. It aims to recognise and apply appropriately the principles of human factors to situations in which the relationship between the operator and the task are incompatible. The topics to be examined will include aircraft automation, systems theory, systems design and integration, attention and workload.

Content
The topics studied in detail in this subject will be drawn from the following:
- Introduction to human factors.
- Human factors in aircraft accident investigation.
- Systems analysis.
- Ergonomic principles in aviation.
- Aviation displays.
- Cockpit automation.
- Software interfaces.
- Cockpit crew-systems design integration.
- Cabin safety.
- Flight training and simulation.

• Pilot attention.
• Pilot workload.

Reading Materials
To be advised.

HE66601 Human Factors in Air Traffic Management
12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil
Teaching methods: Distance Education, 1 Day of a 4-Day Seminar • Assessment: Two major assignments dealing with the content outlined below (2,500 words). Attendance, participation and written review on a one-day problem-based workshop at conclusion of the unit.
A subject in the Graduate Certificate in Aviation Human Factors, Graduate Diploma in Aviation Human Factors, and Master of Technology in Aviation Human Factors.

Aims & Objectives
The main aims of this unit are to:
- Outline the changing nature of air traffic management operations in recent years;
- Outline specific human factors areas relevant to air traffic management;
- Define human factors issues in air traffic management and how they have changed with the introduction of FANS technology;
- Investigate methodologies in the assessment of HF issues in air traffic management;
- Investigate methods of monitoring and managing HF issues at both the operational level and organisational level; and
- Investigate the role of training in HF to facilitate safe operation in air traffic management.

Content
The topics studied in detail in this subject will be drawn from the following:
- Technical Advances in ATM in the FANS era;
- Human Factors in Air Traffic Management Environments: Past and Present;
- Methods of Assessment of Human Factors Issues in ATM Technologies;
- Developing a Safety Culture in ATM Operations;
- Training for Human Factors ‘Competence’ in ATM Organisations.

Textbook and Recommended Reading
To be advised.

HE66602 Crew Resource Management/Leadership
12.5 Credit Points • 1 Semester • 4 Hours per Week • Distance Education • Prerequisite: Nil
Teaching methods: Distance Education, 2-Day In-House Seminar • Assessment: Assignments, Examinations
A subject in the Graduate Certificate in Aviation Human Factors, Graduate Diploma in Aviation Human Factors, and Master of Technology in Aviation Human Factors.

Aims & Objectives
This subject is designed to be presented in a distance education format.
- To provide students with a theoretical knowledge base to design and evaluate crew resource management programs.
- To provide students with an advanced understanding of leadership and teamwork by course work coupled with a program of practical team exercises.

Content
The topics studied in detail in this subject will be drawn from the following:
- Crew resource management: Managing risk; intervention strategies; the development of CRM programs; cross-cultural perspectives; CRM research and evaluation; CRM course design; LOS and LOFT design principles.
- Leadership: How different personality types contribute to team formation; leadership and management comparisons; the qualities, situational, and functional approaches to leadership; motivation and the needs hierarchy; personal satisfaction; brainstorming: the role of the leader.

Recommended Reading
Aims & Objectives
Changes occurring within the aviation industry reflect transitions occurring throughout societies worldwide. Globalisation, technological change and organisational change impact on all forms of work, but particularly so in industries involving high technology. What goes on in either the flight deck, the cabin, the aircraft maintenance area or the tower is dependent on the wide organisational context.

This unit will examine:
- The changing aviation context.
- Impacts of technological change on the organisation of work.
- Computer-supported cooperative work.
- Developing organisational systems that support learning.
- Organisational culture and organisational change.

Content
The topics studied in detail in this subject will be drawn from the following:
- Summarise and review policy developments of national and international aviation authorities and the implications for human factor issues.
- Implement human factors change programs.
- Assess the changing aviation context.
- Organisation, policies and maintenance activities with particular reference to aircraft maintenance.
- Address the political and safety implications of aviation maintenance.
- Develop a comprehensive overview of the field of human factors as applied to maintenance activities with particular reference to aircraft maintenance.

Aims & Objectives
The subject is designed to develop in participants an advanced understanding of the impact of human factors on pilot performance within the operational environment. In particular, participants will examine the political and organisational factors which influence pilot performance and develop the skills necessary to recognise these and respond appropriately.

Content
The topics studied in detail in this subject will be drawn from the following:
- Human factors course development.
- Organisational safety culture.
- Politics and air safety.
- Safety: maintenance.
- Safety: ground handling.
- Advanced accident investigation.
- Behaviour analysis in aviation.
- Cognitive task analysis.
- Aeronautical decisions: the future.
- Risk management.

Recommended reading
Recommended reading to be advised.

HES6605 Human Factors in Maintenance
12.5 Credit Points • 1 Semester • 4 Hours per Week (Distance) plus a one day on-campus Seminar/Workshop • Hawthorn; Distance Education • Prerequisite: Nil
Teaching methods: Distance Education; plus one day of four day Seminar/Workshop
A subject in the Graduate Certificate in Aviation Human Factors, Graduate Diploma in Aviation Human Factors, and Master of Technology in Aviation Human Factors.

Aims & Objectives
To provide a comprehensive overview of the field of human factors as applied to maintenance activities with particular reference to aircraft maintenance.

At the completion of this subject, students will have developed a good overall knowledge of the significance of human factors considerations in the performance of maintenance tasks together with an awareness of where to turn for further information on a range of related issues.

Content
M module 1: Introductory Concepts
- Introduction to maintenance human factors.
- Fundamental human factors concepts
- Incident and accident causation.

M module 2: Core Human Factors Issues
- Human factors at the individual level.
- Human factors at the team level.
- Hardware, procedures and the environment.
- Incident reporting and investigation.
- Risk management.
- Human factors training interventions.

Reading Materials

HES6606 Human Factors Instruction
12.5 Credit Points • 1 Semester • 4 Hours per Week (Distance) • Prerequisite: Nil
Teaching methods: Distance Education, 2-Day In-House Seminar
A subject in the Graduate Certificate in Aviation Human Factors, Graduate Diploma in Aviation Human Factors, and Master of Technology in Aviation Human Factors.

Aims & Objectives
The subject is designed to develop in participants an advanced understanding of the impact of human factors on pilot performance within the operational environment. In particular, participants will examine the political and organisational factors which influence pilot performance and develop the skills necessary to recognise these and respond appropriately.

Content
The topics studied in detail in this subject will be drawn from the following:
- Human factors course development.
- Organisational safety culture.
- Politics and air safety.
- Safety: maintenance.
- Safety: ground handling.
- Advanced accident investigation.
- Behaviour analysis in aviation.
- Cognitive task analysis.
- Aeronautical decisions: the future.
- Disaster management.

Recommended reading
Recommended reading to be advised.
Aims & Objectives

The aim of this subject is to provide students with a detailed understanding of the impact of human factors in specialist aviation-oriented operations. More specifically, students will be encouraged to develop the skills necessary to recognise and respond to the human factors requirements associated with specific aviation operations.

Content

The topics studied in detail in this subject will be drawn from the following:
- Single-pilot IFR operations.
- Military operations.
- Agricultural operations.
- Emergency medical operations.
- Flight instruction.
- Aviation human factors in different cultures.

Recommended reading

Recommended reading to be advised.

HES6611 Air Transportation - General

12.5 Credit Points  ·  1 Semester  ·  4 Hours per Week  ·  Distance Education

Prerequisite: Nil  ·  Teaching methods: Distance Education, 1-Day In-House Seminar

Aims & Objectives

A core subject in the Graduate Certificate in Air Transportation Management, Graduate Diploma in Air Transportation Management, and Master of Technology Management (Air Transportation Management); Graduate Certificate in Aviation Human Factors, Graduate Diploma in Aviation Human Factors, and Master of Technology in Aviation Human Factors, Graduate Certificate in Airport Planning, Operation & Management, Graduate Diploma in Airport Planning, Operation & Management, and Master of Technology Management (Airport Planning, Operation & Management)

Aims & Objectives

This subject is designed to be presented in a distance education format at the conclusion of this subject students should have a good understanding of the broader issues affecting air transportation at international and local level for both government and operators of services. Additionally, students should gain sufficient insights into wider business issues relating to this highly regulated and complex industry.

Content

The topics studied in detail in this subject will be drawn from the following:
- National Importance of Air Transportation.
- Trade.
- Investment and Employment.
- ICAO, IATA, Chicago Convention, Annexes 6 and 8.
- Operational control.
- Flight simulation.
- Emergency medical operations.
- Agriculural operations.
- Military operations.
- Single-pilot IFR operations.
- Long range ops: payload/range/fuel.
- Noise Requirements.
- Basic Costing: Direct and Indirect.
- Facilitation and Airport Development.

Textbook

Textbook to be advised

References

Textbook to be advised

HES6613 Airlines Operations Management

12.5 Credit Points  ·  1 Semester  ·  4 Hours per Week  ·  Distance Education

Prerequisite: Nil  ·  Teaching methods: Distance Education, 1-Day In-House Seminar

Aims & Objectives

An elective subject in the Graduate Certificate in Air Transportation Management, Graduate Diploma in Air Transportation Management, and Master of Technology Management (Air Transportation Management)

Aims & Objectives

Designed to be presented is a distance education format, this subject is aimed at studying various technical, legal and operational issues relating to certification of aircraft and organisations, flight simulation, extended twin operations and operational control. These topics have complex technical, legal and facilitation issues, made more so by the management standards imposed by different states.

Content

- Certification of aircraft and organisations/Airworthiness.
- T.O.M. in aviation.
- ETOPS.
- Flight simulation.
- Operational control.

Textbook

Textbook to be advised

References

Textbook to be advised

HES6614 Aircraft Performance

12.5 Credit Points  ·  1 Semester  ·  4 Hours per Week  ·  Distance Education

Prerequisite: Nil  ·  Teaching methods: Distance Education, 1-Day In-House Seminar

Aims & Objectives

This subject is designed to be presented in a distance education format. It introduces a broad understanding of the performance and cost implications affecting modern aircraft operations, whether it be in a short-range or critical long-range operation. Particular emphasis is placed on important payload/range and fuel burn aspects of aircraft operations, together with the importance of retention of aircraft and engine-operating efficiencies. Computer-generated flight planning and required accuracies obtainable in today’s long-range operations are studied.

Content

- Long range ops: payload/range/fuel.
- Flight planning.
- Future developments.
- ACARS/FANS/Sat comms/Nav.
- Noise/pollution.

Reading Materials

To be advised.

HES6615 Aircraft Selection, Acquisition and Contracts

12.5 Credit Points  ·  1 Semester  ·  4 Hours per Week  ·  Distance Education

Prerequisite: Nil  ·  Teaching methods: Distance Education, 1-Day In-House Seminar

Aims & Objectives

An elective subject in the Graduate Certificate in Air Transportation Management, Graduate Diploma in Air Transportation Management, and Master of Technology Management (Air Transportation Management)

Aims & Objectives

The subject examines the important issues and operations in this critical corporate task. The evaluation and selection task brings together every facet of the business from airframe/engine type matching, retention of performance, fuel burn, maintenance cost guarantees, crew training and endorsements, passenger marketing, through to banking and financing of the project.
Content
- Fuel burn/range payload.
- Engine/airframe combination.
- Route suitabilities.
- Commonality.
- Multiple crew endorsements.
- Fuel burn retention and guarantees.

Reading Materials
To be advised.

HES6616 Stress and Fatigue Management in Aviation

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Distance Education/ Learning  •  Prerequisite: Nil  •  Teaching methods: Distance Education, 1-Day In-House Seminar  •  Assessment: Assignments

An elective subject in the Graduate Certificate in Air Transportation Management, Graduate Diploma in Air Transportation Management, and Master of Technology Management (Air Transportation Management). This subject covers various aspects of stress and fatigue management in aviation, including flight stress, fatigue, and performance.

Aims & Objectives
This subject is designed to be presented in a distance education format. The subject examines significant crewing issues that have to be considered in modern operations at domestic operational level or ultra long range operational level or a combination of both. The skills of management have to address the safety issues, crew lifestyle and productivity with an overlay of all the legal issues and industrial agreements.

Textbook
To be advised.

References

HES6617 Emergency Planning and Management Part 1

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Distance Education  •  Prerequisite: Nil  •  Teaching methods: Distance Education, 1-Day In-House Seminar  •  Assessment: Assignments

An elective subject in the Graduate Certificate in Air Transportation Management, Graduate Diploma in Air Transportation Management, and Master of Technology Management (Air Transportation Management). This subject examines search and rescue, rescue and fire services, A/P categorisation, emergency planning and management on and off airport.

Aims & Objectives
This subject is designed to be presented in a distance education format. Emergency planning and management procedures and practices are examined. This particularly relates to search and rescue and fire services and how they relate to national and international requirements particularly those of C.A.S.A. and I.C.A.O. It covers many different organisations and areas of expertise.

Content
- Emergency, incident, accident planning and management on and off airport.
- Search and rescue, rescue and fire services, A/P categorisation.
- International rules and obligations.

Reading Materials
To be advised.

HES6618 Emergency Planning and Management Part 2

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Distance Education  •  Prerequisite: Nil  •  Teaching methods: Distance Education, 1-Day In-House Seminar  •  Assessment: Assignments

An elective subject in the Graduate Certificate in Air Transportation Management, Graduate Diploma in Air Transportation Management, and Master of Technology Management (Air Transportation Management). This subject is an extension of MF617 Emergency Planning and Management Part 1.

Aims & Objectives
This subject is designed to be presented in a distance education format. This subject is an extension of MF617 Emergency Planning and Management Part 1. It examines threats and systems in place to counter these threats. This will also be related to Australian Aviation Crimes Act 1991 as well as the international position. Risk management will be covered in the broadest possible way. This involves safety, legislation and cost to minimise risk of hull loss or damage. Liability risks will be examined in a wide range of situations, particularly as it may relate to consequential loss of business.

Content
- Risk/Defence.
- Equipment and Counter Measures.
- Conventions, Jurisdiction, Punishment.
- International and Australian Law.
- Operational & Short-Term Risk.
- Mediation and Short/Long-Term Risk Management.
- Insurance of Assets and Income.

Reading Materials
To be advised.

HES6619 Aviation Risk Management, and Insurance

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Distance Education  •  Prerequisite: Nil  •  Teaching methods: Distance Education, 1-Day In-House Seminar  •  Assessment: Assignments

An elective subject in the Graduate Certificate in Air Transportation Management, Graduate Diploma in Air Transportation Management, and Master of Technology Management (Air Transportation Management). This subject examines threats and systems in place to counter these threats. This will also be related to Australian Aviation Crimes Act 1991 as well as the international position. Risk management will be covered in the broadest possible way. This involves safety, legislation and cost to minimise risk of hull loss or damage. Liability risks will be examined in a wide range of situations, particularly as it may relate to consequential loss of business.

Content
- Risk/Defence.
- Equipment and Counter Measures.
- Conventions, Jurisdiction, Punishment.
- International and Australian Law.
- Operational & Short-Term Risk.
- Mediation and Short/Long-Term Risk Management.
- Insurance of Assets and Income.

Reading Materials
To be advised.

HES6620 Air Transportation Financial Management

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Distance Education  •  Prerequisite: Nil  •  Teaching methods: Distance Learning  •  Assessment: Assignments

An elective subject in the Graduate Certificate in Air Transportation Management, Graduate Diploma in Air Transportation Management, and Master of Technology Management (Air Transportation Management). This subject examines threats and systems in place to counter these threats. This will also be related to Australian Aviation Crimes Act 1991 as well as the international position. Risk management will be covered in the broadest possible way. This involves safety, legislation and cost to minimise risk of hull loss or damage. Liability risks will be examined in a wide range of situations, particularly as it may relate to consequential loss of business.

Content
- Risk/Defence.
- Equipment and Counter Measures.
- Conventions, Jurisdiction, Punishment.
- International and Australian Law.
- Operational & Short-Term Risk.
- Mediation and Short/Long-Term Risk Management.
- Insurance of Assets and Income.

Reading Materials
To be advised.
### HES6625 Airline Maintenance

12.5 Credit Points  1 Semester  4 Hours per Week  Distance Education

- **Aims & Objectives**
  - To provide a comprehensive background to the legislative requirements, the technical management and quality processes, and the facilities involved in maintenance of aircraft, engines and components in an airline operating under the approval of any of the major regulatory authorities.
  - To explain how airports are planned and developed and to the trends that are occurring in the industry and the applicable regulatory and planning requirements.
  - To introduce students to the airport industry, to explain how airports are planned and developed, with particular reference to airside design and facilities and support services.

- **Content**
  - Approval framework.
  - Business regulatory dynamics from AA/FA 121 perspective.
  - Business regulatory dynamics from AA/FA 145 perspective.
  - Engineering and maintenance systems and data management.
  - Maintenance planning and tracking.
  - Quality control and risk management.

### HES6631 Airport Planning and Design Part 2

12.5 Credit Points  1 Semester  4 Hours per Week  Distance Education

- **Aims & Objectives**
  - To introduce students to the airport industry, to explain how airports are planned and developed, with particular reference to airside design and facilities and support services.

- **Content**
  - Airport airside facilities, including maintenance facilities and cargo terminals.
  - Airport support services and facilities.
  - Landside facilities, including access roads, transport services and commercial developments.
  - Airside design parameters, including runways, taxiways and aprons.
  - Obstacle limitations in airspace.
  - Environmental factors.

- **Textbook**

### References

- Ashford, N, Airport Operations.
- Wright, P & Ashford, N, Airport Engineering.
HES6690  Civil Engineering Project Control
12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures and tutorials or Distance Education and on line discussions • Assessment: Assignments (100%)
A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management)
Aims & Objectives
To introduce the techniques for establishing and maintaining control of a project.
Content
• The Nature of the Construction Industry
• Project Phases: Identification, Planning, Feasibility Phase; Preliminary Engineering and Detailed Design Phase Contracts and Procurement Phase; Construction and Commissioning Phase
• Control of Project Costs
• Project Programming and Scheduling
• Project Quality Control
• Project Occupational Health and Safety
Reading Materials
Uher, TE, Programming and Scheduling techniques, UNSW Press 2003.
There are many government references for this subject, which can be obtained from the Internet.

HES6691  Communications
12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (100%)
A core subject in the Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management)
Aims & Objectives
To develop the students understanding and practice of communication, both written and verbal.
Content
The theory and practice of communications. Students take part in a program designed to increase their personal capacities to understand and communicate well at different levels of oral and written communication, particularly as project managers in the construction industry. To this end, various techniques are used and evaluated by the group. The course also includes a brief study of the historical role of the engineer in the development of human communications, placing the profession in its social context. The purpose of the course is to enable the engineer to evaluate professional problems more competently and to communicate ideas more effectively.
Recommended Reading

HES6720  Risk Perception and Analysis
12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (70%), Examination (30%)
A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, Master of Technology Management (Construction Management), Graduate Certificate in Risk Management, Graduate Diploma in Risk Management, and Master of Technology Management (Risk Management), Bachelor of Technology (Air Transportation Management), and Bachelor of Technology (Air Transportation Management)/Bachelor of Business.
Aims & Objectives
• To provide an understanding of the philosophy and terminology concerning the idea of risk.
• To provide an understanding of the nature of human perception and experience of risk.
• To recognise situations where potential loss occurs and how humans respond to these situations.
• To understand the general principles and practical techniques of risk identification, assessment, analysis and control.
Content
Risk terminology and system modelling:
• Nature and origin of uncertainty.
• Historical overview of risk, phenomenology of risk and application of the scientific method.
• Risk measurement, risk diagrams and analysis of risk related data; recording of data.
• Concepts of causation; objectivity and subjectivity related to risk occurrence.
• Types of risk: voluntary and involuntary.
Human perception of risk:
• Human response to uncertainty and risk, terminology and concepts.
• Social cognition, perception; personal and social attribution with regard to risk; attitudes and attitude change; motivation; theory of cognitive dissonance.
Risk analysis and use of modelling
• Application of risk estimation, psychological, energy damage and generalised time sequence models to occurrence investigation.
Risk estimation and loss rate concept:
• Sources of risk data - probability, failure and reliability.
Fault tree and event trees analysis:
• Techniques and applications.
Failure modes and effects analysis and HAZOPS (Hazard and Operability Studies). Priority Planning M atrices.
Reading Materials
Selected papers and course notes.
Viner, D, Accident Analysis and Risk Control, VJR Delphi, Melbourne, 1994.

HES6721  Risk Management Principles
12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (100%)
A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, Master of Technology Management (Construction Management), Graduate Diploma in Risk Management, and Master of Technology Management (Risk Management), Bachelor of Technology (Air Transportation Management).
Aims & Objectives
Students who pass this subject will possess:
• An awareness of fundamental principles related to loss prevention and a fundamental understanding of functional management concepts and processes.
• Practical applications concerning the effectively management of risk.
• An awareness of the legal structures and processes within Australia.
• An introductory understanding of health and safety law and related legal obligations.
Content
Risk management systems:
• Organisational and national structures, crisis management systems, and assessment of organisation effectiveness, functional management.
• Concepts and definitions of risk control, organisational and risk management objectives, risk evaluation and decision analysis techniques, the balance between risk, benefits and costs.
• Overview of risk management models: process model; assets, vulnerability, exposure and threats model, functions and activities model, prevention of property and production loss.
• Personal and small-group risk evaluation principles.
• Forecasting techniques and trend diagrams.
Overview of legal issues:
• Common law principles in the areas of occupation, public and product health and safety, duty and standard of care, tests of negligence.
• Development of health and safety law and doctrines; common employment, contributory negligence and voluntary assumption of risk.
HES6722 Quantitative Risk and Modelling

12.5 Credit Points  • 1 Semester  •  Hawthorn  •  Prerequisite: Nil  •  Teaching methods: Distance Education & Tutorials  •  Assessment: Assignments (70%), Examination (30%)

A subject in the Graduate Certificate in Construction M anagement, Graduate Diploma in Construction M anagement, M aster of Technology M anagement (Construction M anagement), Graduate Certificate in Risk M anagement, Graduate Diploma in Risk M anagement, and M aster of Technology M anagement (Risk M anagement)

Aims & Objectives
Students who have passed this subject will possess:

• An understanding of the nature of statistical methods and skill in application of the various methods to data generated within risk situations.

• An ability to represent risk, using standard measurement techniques.

• Competence in use of electronic spreadsheets to analyse risk.

Content
Descriptive statistics [and application to risk management]

• Nature of variables, frequency, distribution, mean, median, mode, normal curve, variance, standard deviation.

• Exploratory data analysis, data distribution and specification, ranges and interpretation.

• Distributed data representation, data plots as histograms, polygons and relative frequency histograms.

Inferential statistics [and application to risk management]

• Significance testing, null hypothesis, comparison of data sets.

• Interpretation of distributed data, samples and populations, confidence levels, variance analysis, chi-square testing.

Probability [and application to risk management]

• Basic theory: probability of success & failure, addition & multiplication theorems, permutations & combinations.

• Exponential distributions; reliability, reliability function, MTBF, failure rate, failure analysis, characteristics of exponential distributions.

• Systems reliability; series and parallel reliability, mission profile, failure patterns, complete system reliability function.

• Weibull distribution; analysis of uncensored and censored reliability data, use of Weibull graph, interpretation of results.

• Binomial distribution; characteristics of binomial random variable, binomial distribution, general case.

• Poisson distribution; Characteristics of Poisson random variable, Poisson distribution, general case, relationships to the binomial distribution.

• Use of electronic spread sheets and simulation software to measure and analyse risk.

Reading Materials
Current edition of Course Notes with selected bibliography.


HES6723 Financial Risk Management

12.5 Credit Points  •  1 Semester  •  Hawthorn  •  Prerequisite: Nil  •  Teaching methods: Distance Education & Tutorials  •  Assessment: Assignments (70%), Examination (30%)

A subject in the Graduate Certificate in Construction Management; Graduate Diploma in Construction Management; and Master of Technology Management (Construction Management), the Graduate Certificate in Logistics, Graduate Diploma in Logistics, and Master of Technology Management (Logistics), the Graduate Certificate in Risk Management, Graduate Diploma in Risk Management, and Master of Technology Management (Risk Management).

Aims & Objectives
Students who have passed this subject will possess:

• An understanding of basic financial terms and money-time relationships and their application to financial risk decision-making processes.

• An understanding of basic tools available to the manager through financial risk management processes and skill in application of such tools.

• An understanding of probabilistic financial risk and its application to risk decision-making processes.

• An understanding of risk engineering and its application in the area of corporate financial risk management.

Content

• Basic financial terms and relationships.

• Money-time relationships and their application [M ARR-PW-FW-AW-IRR-CBR, and Payback Period].

• Comparing alternatives and associated risks.

• Financial risk management tools and risk decision-making.

• Probabilistic financial risk and its application to risk decision-making processes.

• Risk engineering and its application to corporate financial risk management.

Reading Materials
Current edition of Course Notes with selected bibliography.
• Risk assessment for public and product risk: methods, criteria, and program elements, incident reporting systems, design and disposal screening.
• Contingency and emergency planning; damage control strategies.
• Highly protected risks and their management.
• Management of emergency conditions and recovery processes.

Resource management:
• Environmental requirements.
• Emergency and evacuation procedures.
• Security concerning physical facilities.
• Document and other security requirements.

Reading Materials

HES6725 Risk Technology Strategies
12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (100%)
An elective subject in the Graduate Certificate in Risk Management, Graduate Diploma in Risk Management, and Master of Technology Management (Risk Management)

Aims & Objectives
Students who have passed this subject will possess:
• Understanding of the use of standards and codes concerning natural and industrial hazards.
• Knowledge of practical control strategies applied to loss prevention in physical environments.

Content
Historical development of standards and codes of practice and their applications.
• Use of design principles to prevent loss.
• Risk management simulations and applications.
Application of standards and codes, development of skills and techniques to identify and control particular hazards endemic to human and property loss. This will cover:
• Fire: Flame, heat and smoke detection, risk control strategies, including hot work permits.
• Extinguishing and suppression systems: water, CO2, dry chemical, Halon and foam.
• Explosion: detection and suppression, dusts, boilers and pressure vessels, gas trains.
• Flammable substances; handling and storage, protection against explosive atmospheres.
• Machinery and tools (eg, power presses, woodworking, metalworking, construction equipment), including guarding requirements. Compressed fluids storage and transport, piped and tankage requirements, vehicles (fork lift trucks, mobile equipment, heavy transport), lifting equipment (cranes, slings, hoists), stairs, ladders, walkways, platforms).
• Plant safeguarding design, legal principles and requirements, design criteria, codes and standards, process of design of safeguards.
• Personal protection equipment: selection, implementation and use.
• Emergency equipment and procedures: breathing apparatus, gas and smoke detection devices, procedures design and maintenance.
• Risk management in the service and other non-manufacturing industries.
• Isolation procedures and work permit systems, definitions, components, procedure design reliability.
• Electrical safety, earth leakage systems, electro-radiation effects, static electricity.
• Risk management in the service and manufacturing industries.

Reading Materials
Australian Standards and WorkCover/Worksafe Codes of Practice that facilitate legal compliance.
Prescribed Readings and Case Studies


HES6726 Industrial Environment and Human Factors in Risk
12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (100%)
An elective subject in the Graduate Certificate in Risk Management, Graduate Diploma in Risk Management, and Master of Technology Management (Risk Management)

Aims & Objectives
Students who have passed this subject will possess:
• An understanding of scientific principles concerning the field of ergonomics.
• Be able to apply these principles in the analysis of a typical workplace environment.
• An understanding of the risks associated with occupational hygiene factors.
• Awareness of the control methods, including use of material safety data sheets.

Content
Ergonomic principles applied to:
• Physical environment influences on human performance due to noise, lighting and vibration.
• Cognitive psychology: concepts, displays & controls, error and reliability.
• Anthropometry, human anatomy & physiology, workplace design requirements.
• Injury causation due to material handling, slips, trips and falls.
• Thermal stress and comfort.
• Physical, psychological and social stressors.
• Human element factors in risk management programs; assessment and audit processes.
Investigation of occupational hygiene factors, invasive mechanisms and methods of control, measure and reduce the risk of damage to recipients. This will include:
• Toxicology: dose-response, TLV’s applied to chemicals, noise, vibration, radiation risks.
• Chemical hazards and their effects, medical monitoring programs.
• Respiratory protection, equipment types, ventilation requirements for extraction and dilution.
• Biological hazards, legionnaire’s disease, zoonoses, AIDS, Hepatitis C, bacterial infections.
• Technology and practices in the safe operation and use of hazardous chemicals, including storage, handling and transport.
• Physical protection against natural disasters, fire, flood, windstorm, earthquake.
• Building services requirements: energy management (heating & cooling), fire protection, repairs and improvements.

Reading Materials

HES6730 Maintenance Management Systems
12.5 Credit Points • 1 Semester • Distance Education • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (100%)
A subject in the Graduate Certificate, Graduate Diploma and the Master of Technology Management (Risk Management)

Aims & Objectives
To make the student aware of the terminology and principles influencing the practice of maintenance and to develop skills in the application of maintenance practice to organisation asset dependencies.

Content
• Maintenance planning
The meaning of organisation culture, organisation structure, planning
Management principles, management styles, leadership, leadership traits

Content

- Knowledge of some important tools for project management
- The fundamentals of projects definition, project planning and implementation
- The characteristics that distinguish project management from other

Aims & Objectives

To make the student aware of effective maintenance strategies and policies and provide knowledge of modern approaches to maintenance.

Content

- Preventive maintenance
- Total productive maintenance
- Maintenance control

Recommended Reading

Irons, BE, Maintenance for Profit, SUT, 1996.

HES6790 Financial Project Control

12.5 Credit Points • 1 Semester • Distance Education • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (100%) 

An elective subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

Content

This subject introduces financial concepts that are important in evaluating projects, in financing projects, in financial control and in determining the profitability of projects.

Recommended Reading

Recommended readings as indicated in the Subject Notes.

HES6791 Project Management

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures and Tutorials • Assessment: Assignments, Class presentations, Tests

A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

Aims & Objectives

The aim of this subject is to introduce the students to the fundamentals of management through their application to engineering projects. This subject will provide students with:

- A general understanding of the principles of management;
- An opportunity to be involved in the analysis of organisation's strengths and weaknesses
- An introduction to behaviour aspects of organisations
- The characteristics that distinguish project management from other responsibilities
- The fundamentals of projects definition, project planning and implementation
- Knowledge of some important tools for project management

Content

- Management principles, management styles, leadership, leadership traits and behaviour
- The meaning of organisation culture, organisation structure, planning processes;
- Performance assessment, performance standards, performance measures, target setting and performance feedback;
- Working with people: The job of the Project Manager, responsibilities, working together with the three key people (Principal, Contractor and Superintendent), Partnering and dispute avoidance.
- Getting a better outcome: Everyday tasks, managing resources, decision making and problem solving, Project Management Information System (PMIS)
- Benchmarking, innovation and total quality management.

Recommended Reading

Cadbury, D, Seven Wonders of the Industrial World, BBC, 2003

HES6792 Health and Safety in Construction

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Distance Education & Tutorials • Assessment: Assignments (100%)

An elective subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

Aims & Objectives

To make the student aware of the effect of construction work on society and the environment.

Content

- Control of pollution.
- Effect of construction work on the environment.
- Noise control.
- Methods of dealing with objections from the public to proposed works.
- Statutory regulations regarding safety and protection of the public.
- Demolition requirements.
- Hazardous aspects of construction.
- Occupational health and safety, workcare.
- Practical work.
- Assignment work and seminar papers.
- Inspection of site work.

Reading Materials

Recommended reading as directed by the Subject Notes.

HES6793 Construction Law

12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures and Tutorials or Distance Education and on line discussions • Assessment: Assignments and tests

A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

Aims & Objectives

To give the student an appreciation of the legal and contractual responsibilities within construction operations.

Content

- Legal relationships; agency, partnerships, firms, companies, and unincorporated associations.
- Professional responsibility and relationships; client, architect, engineer, contractor, sub-contractor.
- Insurance; loss, non-completion of contract, injury, death, weather, etc.
- Role of the lawyer in drawing up contracts.
- Bankruptcy of contractor/client.
- Tort.
- Tendering procedure.
- Negotiating within an existing contract.
- Dispute avoidance and settling disputes.
• Contract variation procedure.
• Commercial law.

Reading Materials
Caffrey, BA, Guidebook to Contract Law in Australia, 4th edn, CCH Australia, North Ryde, NSW, 1991.

HES6795 Construction Site Operations
12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures and tutorials or Distance Education and on line discussions • Assessment: Assignments and participation in on-line discussions
A subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, and Master of Technology Management (Construction Management).

Aims & Objectives
• To learn about the control measures to reduce construction effects on the built, social and natural environment to ensure environmental sustainability
• To identify the hazardous aspects of construction and learn how to achieve the required standards for health and safety of all involved personnel in a construction site and including the public.
• To develop proficiency in managing construction site documentation.
• To develop particular communication skills as required by construction managers.

Content
Assessment and control of impact of building construction on the environment:
• Control of noise and pollution, (environmental impact statement)
• Construction waste management & recycling
• Methods of dealing with objections from the public to proposed works.
• Safety and protection of the public (safety plan)
• Demolition requirements.
• Hazardous aspects of construction.
• Occupational health and safety.
Managing Construction Site Documentation and Communications:
• Evaluating the contract documents including working drawings, specification & contract conditions (analysis of quality of information and co-ordination)
• Contract administration & construction management documentation.
• Site meetings
• Negotiation strategies & tactics.
• Report writing.
New technologies in managing construction documentation and site operations, Computer-Aided Project Management software

Reading Materials
Valentine, R, Effective Contract Administration, ECAT Publications, Melbourne
A list of references & resources will be provided with each topic.

HES6765 Research Design and Methodology
12.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Nil • Research Paper (70%)
A core subject in the Graduate Certificate in Construction Management, Graduate Diploma in Construction Management, Master of Technology Management (Construction Management), Master of Technology Management (Logistics), Master of Technology Management (Risk Management), Master of Technology in Air Transportation Management, Master of Technology Management (Aviation Human Factors)

Aims & Objectives
At the end of this subject, students should be able to:
• Plan a research project.
• Undertaken a literature review.
• Apply relevant research methodologies.
• Carry out a statistical analysis of results.
• Build a scientific model.
• Write a research report.
• Write a journal article.
• Use computer software to assist these tasks.

Content
The topics studied in detail in this subject will be drawn from the following:
Introduction to research:
• What is research?
• Scheduling the research project.
Research planning and design:
• Selecting a research problem.
• Defining the research problem.
• Review of related literature.
• Critical evaluation of research.
• Writing the research proposal.
• Computer-aided design and analysis of experiments.

Research methodologies:
• Observational methods.
• Experimental methods.
• Experimental design.
• Computer-aided design and analysis of experiments.
• Measurement, data analysis and models:
  • Measurement error.
  • Random variables.
  • Estimation.
  • Regression analysis.
  • Statistical tests.
  • Computer-aided statistical analysis.

Models and simulation:
• Types of model.
• Building a model.
• Dimensional considerations.
• Testing models.
• Computer-aided modelling and simulation.

Presenting the results:
• Format.
• Content.
• Style.
• Writing the report.
• Making a presentation.
• Getting published.
• Computer-aided presenting and publishing.

Recommended Reading

To be supplied with study materials.

HES6768 Advanced Research Project
37.5 Credit Points • 1 Semester • Hawthorn • Prerequisite: Completion of the Graduate Diploma Degree with a credit average (>65%) • Corequisites: HES6765 Research Design and Methodology • Teaching methods: Lectures and consultations • Assessment: Participation in a Project, minor thesis, poster paper and verbal presentation
A subject in the Master of Technology Management (Construction Management), Master of Technology Management (Logistics), Master of Technology Management (Risk Management), Master of Technology in Air Transportation Management, and Master of Technology Management (Aviation Human Factors)
Aims & Objectives
The aim of this project is to apply the skills developed in the subject HES 7605 Research Design & Methodology to a practical project task and write a minor thesis on the results of the research undertaken.

Content
Students are expected to select a project from a list prepared by academic staff or students may suggest their own topic based on individual interest, or arising out of their prior or current employment.

Students are expected to carry out the project utilising the methods and procedures developed in the subject Research Design and Methodology to conduct literature surveys, investigate probable solutions, prepare designs if applicable, analyse and where appropriate implement and test hypothesis, design processes and develop outcomes.

The project may be university-based or industry-based. It may take various forms in which technology, research and development, experimental work, computer analysis, industry liaison and business acumen vary in relative significance. In all cases the project must be approved by the subject co-ordinator.

Reading Materials

HMM727 Risk Research and Project
12.5 Credit Points  • 1 Semester  • Equivalent to 5 Hours per Week  • Prerequisite: Nil  • Teaching methods: Lectures and Practical Work  • Assessment: Project Report, Seminar
A subject in the Graduate Diploma, Master of Technology in Risk Management.

Aims & Objectives
Students who have passed this subject will possess:
- Skills and techniques for conducting research project in the field of risk management.
- Project management skills.
- Experience in carrying out a research project in the field of risk management and reporting on the findings.

Content
- Research methodology and orientation, Resource-gathering techniques, data acquisition and analysis.
- Use of library as resource centre.
- Research communication techniques.
- Project management processes and techniques.
- Execution of project to achieve a practical result.

Reading Materials

HET602 Exploring the Solar System
12.5 Credit Points  • 1 Semester  • Equivalent to 5 Hours per Week  • Prerequisite: Nil  • Teaching methods: Online, CD-ROM & Internet Links, Newsgroup & Email  • Assessment: Assessable Newsgroup Contributions, Assignments and Projects
A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy), Master of Science (Astronomy) and Bachelor of Science (Research and Development)/Bachelor of Engineering (Electronics & Computer Systems).

Aims & Objectives
To provide an introduction to our solar neighbourhood and the challenges of extraterrestrial exploration. The emphasis will be on conceptual astronomy, not mathematical techniques.

Content
- Mercury, Venus and Mars.
- Planets as habitats.
- Space missions to the Gas Giants, exploring the Asteroid Belt.
- Jupiter and the other Jovian planets: Saturn, Uranus and Neptune.
- M aior satellites, minor satellites and rings of the Jovian planets.
- Pluto, Charon and the Plutons, the Kuiper Belt.
- Comets and the Dirty Snowball Model, Solar System debris and its effects on Earth.
- The Sun, its structure, the Sun as nuclear powerhouse and solar dynamo.
- Solar activity and its effects on Earth.

Reading Materials

HET603 Exploring Stars and the Milky Way
12.5 Credit Points  • 1 Semester  • Equivalent to 5 Hours per Week  • Prerequisite: Nil  • Teaching methods: Online, CD-ROM & Internet Links, Newsgroup & Email  • Assessment: Assessable Newsgroup Contributions, Assignments and Project
A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy), Master of Science (Astronomy) and Bachelor of Science (Research and Development)/Bachelor of Engineering (Electronics & Computer Systems).

Aims & Objectives
To provide an introduction to the birth, life and death of stars and the structure of our galaxy. The emphasis will be on conceptual astronomy, not mathematical techniques.

Content
- The bulk properties & structure of the Sun.
- Distance, magnitudes, colours and spectral types of the stars.
- Binary star systems and masses of the stars.
- Evolving onto the main sequence.
- Life on the main sequence, lifetime and mass-luminosity relations.
- How a 1 solar mass star evolves off the main sequence.
- Red giants and variables, planetaries and white dwarfs
- Supernovae, supernovae remnants and creation of the elements.
- Neutron stars and pulsars, millisecond pulsars.
- Novae, CVs and supernova type 1s: X-ray astronomy, black holes.
- Globular clusters, the structure of the Milky Way, the galactic centre.
- Mass losing matter and brown dwarfs.
- The search for extra-solar planets.
- The search for extraterrestrial intelligence.

Reading Materials

HET604 Exploring Galaxies and the Cosmos
12.5 Credit Points  • 1 Semester  • Equivalent to 5 Hours per Week  • Prerequisite: HET603 or equivalent  • Teaching methods: Online, CD-ROM & Internet Links, Newsgroup & Email  • Assessment: Assessable Newsgroup Contributions, Assignment and Project
A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy), Master of Science (Astronomy) and Bachelor of Science (Research and Development)/Bachelor of Engineering (Electronics & Computer Systems).

Aims & Objectives
This unit is designed to provide an introduction to galaxies and galaxy clustering, theories of dark matter, galactic evolution and introductory cosmology.
Content

- The Milky Way: structure, rotation curve & dark matter; MACHOs and WIMPs; spiral arms and density wave theory, galactic centre, modelling the origin of the Milky Way.
- The structure and classification of normal galaxies: spiral, elliptical and irregular galaxies, Hubble’s classification.
- Estimating galactic distances, sizes and masses, redshifts and Hubble’s Law
- Galactic clusters: the Local Group, rich and poor clusters, dark matter in clusters, superclusters and voids.
- Active galaxies and AGN: host galaxies, radio galaxies, Seyfert galaxies, unified AGN model.
- Quasars, host galaxies, unified model, gravitational lensing.
- Interacting galaxies, galactic cannibalism and mergers, starburst galaxies, modelling galactic evolution.
- Basic postulates of cosmology, Ober’s Paradox, Hubble expansion and cosmological red shift.
- Curvature of space, critical density, dark matter, open and closed universe models.
- Cosmic microwave background, introduction to the Big Bang theory, modelling galactic formation.

Reading Materials

HET605 Theories of Space and Time

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online
- Prerequisite: HET604 or equivalent
- Teaching methods: Online, CD-ROM and Internet Links, Newsgroup and Email
- Assessment: Assessable Newsgroup Contributions, Assignments and Project
A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit provides a general introduction to the theories of special and general relativity and to cosmology.

Content

- Galilean relativity.
- The Michelson-Morley experiment.
- Einstein’s relativity postulates.
- Lorentz transformations; length contraction and time dilation.
- The space-time 4 vector; Minkowski diagrams.
- Simultaneity and causality.
- The relativistic Doppler effect.
- Redshifts relativistic momentum and energy.
- Rest mass, mass-energy equivalence; the energy-momentum invariant.
- General energy-momentum conservation law.
- Relativistic collisions; gravitation and curvature of space.
- Covariance and equivalence; physics in curved spacetimes.
- The cosmological principle.
- Metrics; coordinates.
- Einstein’s field equations.
- Gravitational radiation.
- Schwarzschild geometry and black holes.
- Pre-relativistic cosmology.
- Cosmological principles.
- Ober’s paradox.
- The cosmic microwave background.
- The Big Bang theory.
- Friedmann and de Sitter cosmologies.
- Nucleosynthesis.
- Cosmology and particle physics; dark matter; cosmic inflation; galaxy formation.

Reading Materials

HET606 Tools of Modern Astronomy

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online
- Prerequisite: HET603 or equivalent
- Teaching methods: Online Delivery Mode, Course Material Available via CD-ROM and Internet Links, and Contact via Newsgroup and Email
- Assessment: Assessable Newsgroup Contributions, Assignments and Project
A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit aims to provide a familiarity with and understanding of the basics plus the latest developments in the design and use of telescopes and detectors, for amateur optical astronomy and professional astronomy at all wavelengths. Basic principles in design and deployment of space probes and their associated instrumentation are also investigated.

Content

- The electromagnetic spectrum and the sky at different wavelengths, atmospheric windows, processes dominant at different wavelengths.
- The eye as an optical instrument, lens systems, refracting and reflecting telescopes.
- Magnification, light-gathering power, angular resolution, diffraction limit, aberrations coordinate and time systems.
- Principles of telescope mount and housing design, control systems.
- Optical seeing, active and adaptive optics, laser guide stars, modern optical research telescope design, astronomical site selection and light pollution issues.
- Astrophotography, photometry, filters, colour magnitudes and colour indices.
- Photomultipliers, CCD imaging in amateur and professional astronomy.
- Optical spectroscopy, prism and gratings spectroscopy, spectrophotometry, the 2dF.
- Infrared astronomy: detectors, South Pole Infrared astronomy and space missions.
- High-energy astronomy: design of UV, X-ray and gamma-ray telescopes and detectors.
- Neutrino astronomy, gravity wave detectors.
- Construction and resolving power of single-dish radio telescopes, principles of radio and microwave receivers, correlators, and precision timing techniques in pulsar astronomy.
- Radio interferometry, interferometer arrays and aperture synthesis, VLBI, data analysis.
- Radar astronomy, space exploration, probes to the inner and outer solar system.
- Strategies used to search for signs of extraterrestrial life in the solar system, detecting extra-solar planets, detection strategies in SETI, Project Phoenix.
- Designing for the 21st century: likely advances, technical difficulties, planned projects.

Reading Materials
Aims & Objectives
This unit will investigate the development and impact of astronomy from ancient times to the present day, from the viewpoint of practising astronomers. No background knowledge of astronomy or physics is assumed.

Content
• Naked eye astronomy; archaeoastronomy; the influence of mythology, Australian Aboriginal Australia.
• The development of astronomy in Mesopotamia and Egypt; constellations, zodiac, eclipses, astrology, concepts of time.
• Natural philosophy and science in ancient Greece, Greek and Roman astronomy.
• Islamic astronomy; astronomy in Asia: Chinese and Indian astronomy.
• Medieval astronomy: the influence of Islamic science, pre-Copernicans, practical uses of medieval astronomy, the Copernican revolution: Brahe, Copernicus, Kepler, Galileo, Bruno.
• The Newtonian revolution: Descartes, Newtonian cosmology, Halley; Kant and galaxies, Herschel and Uranus, physics and astronomy after Newton.
• 19th century: Neptune, rise of large telescopes and observatories, nebulae to galaxies, spectroscopy and astrophysics, astrophotography and photometry.
• New wavelengths: the advent of radio, infrared, millimetre, UV, X-ray and gamma-ray astronomy; the quantum revolution; modelling stellar structure.
• The space age: relativity, cosmology and the Big Bang, the shift from imaging to imagination - modelling stellar evolution and dark matter; modern cosmology.
• Astronomy as international science, specialisation, the modern professional astronomer, the future of astronomy.

Reading Materials

HET608 Introductory Radio Astronomy and SETI

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: Nil • Teaching methods: Online Delivery Mode. Course Material Available via CD-ROM and Internet Links, Contact via Newsgroup and Email • Assessment: Assessable Newsgroup Contributions, Assignments and Project
A subject in the Graduate Certificate of Science (Astronomy), Graduate Certificate of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit will provide an overview of both single- and multiple-dish radio astronomy and their applications, plus a study of the history, principles, techniques and societal issues of an area where radio astronomy plays a key part of the Search for Extra-Terrestrial Intelligence (SETI).

Content
• The sky at radio wavelengths, the radio window, sources of radio emissions.
• Single-dish radio astronomy: comparing optical and radio astronomy, properties of single-dish telescopes and their beams, mounts, drives, receivers and amplifiers.
• Single-dish applications: H I surveys, pulsar astronomy, radio astronomy.
• Single-dish data analysis and image reconstruction, interference sources and minimisation.
• Multi-dish interferometry, principles of arrays and aperture synthesis, receivers and correlators.
• Aperture synthesis: resolving power, signal-to-noise, array design and the u-v plane.
• Data reduction in aperture synthesis: basic principles of data analysis and image reconstruction, advances in multi-dish radioastronomy (VLBI, VLBA, space VLBA, mm astronomy, SKA).
• Introduction to SETI and Bio astronomy: what is SETI and why is it important - origins of life on Earth, speculation on life in the Solar System, amino acids in space.
• History of SETI: precursors from Democritus to Martian canals, impact of radio astronomy, from UO’s to scientific SETI - constraints on ‘alien encounter’ claims, the influence of popular culture: Morrison, Cocconi and Drake and the birth of scientific SETI, the ‘Cosmic Waterhole’.
• Are we alone, and where to look? The Drake Equation, star formation rates, habitable zones, intelligence versus technology, lifetimes, extra-solar planets, all-sky versus targeted searches.
• How to look: optical and radio SETI searches, examples - past, present and future.
• Case Study - Project Phoenix and the SETI Institute.
• Technical aspects: differential Doppler, waterfall plots, interference, building a receiver.
• Detection: Follow-up confirmation, the Post-Detection Protocol, data availability, the announcement, deciphering signals, sociological impact, hoaxes, Case Study - EQ Peg.
• Active SETI? Communicating at the speed of light, the Arecibo message, Pioneer plaque and Voyager albums, Russian message fiasco: should we send a message/reply?

Reading Materials

HET609 Astrophotography & CCD Imaging

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: HET603 or Equivalent • Teaching methods: Online Delivery Mode. Course Material Available via CD-ROM and Internet Links, Contact via Newsgroup and Email • Assessment: Assessable Newsgroup Contributions, Assignments and Project
A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit will discuss the principles behind the imaging of astronomical objects with telescopes, conventional cameras and CCD cameras, plus the use of computer techniques for image processing. It will focus particularly on techniques and equipment within reach of the serious amateur astronomer.

Content
• Properties of astronomical targets: point and extended objects, point and surface brightness, spectrum distribution, sky brightness, atmospheric emission and scattering, motion of object (real or due to Earth), variable stars, supernovae and novae.
• Principles of telescopic imaging: optics, aperture size, focal length, F ratio, field of view, magnification, resolution, aberrations, distortion of field, contrast, spectroscopy, tracking and control.
• Principles of photographic imaging: SLR operation, lenses, specialised camera bodies, wide field (no telescope) use, 50mm, telephoto and wide angle lenses, filters (e.g. broad, H alpha etc.), focal plane and eyepiece projection, vignetting.
• Film properties: sensitivity, contrast, grain, colour sensitivity, print or slide, exposure time, film data sheets, gamma curves, use of b/w exposures with tricolour filters, special effects.
• Film processing: development, printing, superposition of images, photographing photographs to enhance contrast, practical procedures for unsharp masking, ‘pushing’, hypering, noise reduction techniques.
• Photometry and colours: spectral distributions; atmospheric extinction, dispersion and seeing, filters, standard photometric systems.
• Principles of CCD imaging: principles, spectral range and sensitivity, digital, integrating and video cameras; DIY construction, computer requirements, pixel size and binning, exposure time, dark frames and flat fielding, remote telescope use, reduction of photometric data, reduction of spectroscopic data, images from the internet.
• Principles of CCD data reduction: software, dark frame subtraction, cosmic ray removal, flat fielding; brightness, contrast, greyscale, colour contouring, negatives, resizing, pixel editing, filters, unsharp masking; scaling, histogram, equalisation and noise reduction techniques.
• Professional observatory and HST Forefront techniques: large CCD arrays, multiple object imaging (eg 2df spectrograph, etc).

Reading Materials
HET610 Studies in Space Exploration

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: HET602 or equivalent • Teaching methods: Online Delivery Mode, Course Material Available via CD-ROM and Internet Links, Contact via Newsgroup and Email • Assessment: Assessable Newsgroup Contributions, Assignments and Project

A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit will commence with an introductory section on the basic principles, issues and scientific goals in space exploration, then trace its history and development with particular reference to manned versus unmanned space exploration, spacecraft design, launch and navigation, imaging and remote sensing. Public perception of space science and analysis of the costs, risks and benefits of space exploration will be discussed with special reference to ethical and legal implications of topics, such as the use of radioisotope fuel sources, 'space junk', and mining rights in space.

Content
- Ground-based space exploration: telescopes, detectors, limitations of ground-based observations.
- Unmanned space exploration: orbiting observatories, planetary missions, observing asteroids, comets, the sun, the heliosphere and beyond.
- People in space: manned versus robotic missions, space stations, colonisation and terraforming.
- Evolution of human space flight: from fireworks to the V-2 rocket, Sputnik to Gagarin, to the Moon or bust, from Skylab to the Space Station, surviving, living and working in space, space flight in the future.
- Spacecraft design, launch and navigation: a probe for every purpose, lift-off and boosters, docking and course correction, navigating in space, basic orbital mechanics and calculations, landing on Earth, landing on other solar system bodies.
- Imaging and remote sensing: instrumentation, telemetry, communication, space observatories, data processing and manipulation.
- Fuelling interplanetary missions: energy sources and techniques used in past, present and planned space missions, designs and intended uses, relative benefits and risks, risk analysis, ethics.
- Costs, risks and benefits: scientific, legal and ethical dimensions: the science goals, public perception, legal implications and ethical considerations, space exploration and the press, the public understanding of science, the future of space exploration.

Reading Materials

HET611 Stellar Astrophysics

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: HET603 or Equivalent • Teaching methods: Online Delivery Mode, Course Material Available via CD-ROM and Internet Links, Contact via Newsgroup and Email • Assessment: Assessable Newsgroup Contributions, Assignments and Project

A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit follows on from HET603 to introduce the student to the study of the physical processes underlying stellar properties and the principles behind models of stellar evolution.

Content
- Classifying stars: magnitudes, colours, spectral types, extinction and reddening, binary stars and estimating stellar masses, stellar spectra - forming spectral lines, spectral types, the H-R Diagram, metal abundances, stellar populations, luminosity classifications, spectroscopic parallax.
- Hydrostatic equilibrium and radiation pressure, optical depth, absorption and emission mechanisms, photospheres, gravitational contraction versus fusion, reaction rates, PP I and PP II, CNO cycle, triple alpha, stellar nucleosynthesis.
- Protostars: gravitational contraction and hydrostatic equilibrium, vernal theorem, Jeans criterion, evolutionary tracks, ZAMS, blue hole regions, birth of massive stars, T Tauri stars, protostellar jets, accretions disks and protolys, forming planetary systems, brown and red dwarfs.
- Main sequence stars, masses and lifetimes: the Sun - properties, radiative processes, atmosphere, absorption lines, allowed and forbidden transitions, active sun, solar wind.
- Evolution off the main sequence: red giant branch, degenerate gas pressure, helium flash, asymptotic giant branch, thermal pulsing, stellar supernovas, mass loss, planetary nebula, white dwarfs, high-mass stellar winds, Wolf-Rayet stars, the horizontal branch, dredge-ups and nucleosynthesis, evolution and stellar populations, photodisintegration, the Chandrasekhar limit.
- Stellar clusters: types, metallicity, turn-off points, main-sequence fitting, blue stragglers.
- Pulsating stars: types, period-mean density relation, radial modes, helioseismology.
- Supernovae: Type I and II supernovae, light curves, supernovae remnants.
- Neutron stars: properties, composition, neutron degeneracy, mass-volume relation, rotation, gravitational binding energy, magnetic fields, pulsar lighthouse model and synchrotron radiation, spin-down and characteristic lifetimes, dispersion, millisecond pulsars, determining binary orbits.
- Black holes: warping space time, escape velocity and the Schwarzschild radius - rotating black holes - ergosphere, frame dragging.
- Evolution of close binaries: Roche limit and accretion disks, novae, cataclysmic variables, Aiffin radius, millisecond pulsars, black widow effect, seeking black holes in X-ray binaries.

Reading Materials

HET612 Major Project: History of Astronomy

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: HET607 or equivalent • Teaching methods: Online Delivery Mode, Contact via Newsgroup, Email and Internet Links • Assessment: An electronic logbook recording the student's research and progress, project proposal and a detailed project report, and a short summary 'poster paper'

A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit aims to develop the student's:
- Knowledge and understanding of a particular aspect or period of the history of astronomy.
- Practical literature and Internet research skills, plus synthesis and communication skills.

Content
Students will undertake a substantial literature and/or Internet research project on a particular aspect or period of the history of astronomy. A variety of suggested project topics will be made available, or students may suggest their own, subject to agreement by the subject convenor.

Each student will work closely with a supervisor assigned to him or her project, communicating and exchanging drafts via email, and, where appropriate, students will collaborate with each other via newsgroup discussions.

Reading Materials

HET614 Introduction to Particle Physics and High Energy Astrophysics

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: HET605 or Equivalent • Teaching methods: Online Delivery Mode, Course Material Available via CD-ROM and Internet Links, Contact via Newsgroup and Email • Assessment: Assessable Newsgroup Contributions, Assignments and Project - 100% of Total Marks

A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).
Aims & Objectives
This unit provides a general introduction to particle physics in general and to modern high-energy astrophysics in particular.

Content
- Probing the atom – the atom and electrons, the nucleus and nucleons.
- Conservation laws and fundamental forces – charge, energy, momentum; neutrinos; gravitational, electromagnetic, strong and weak forces; interactions and Feynman diagrams.
- Antimatter – positrons, properties of antimatter, other antimatter particles.
- The particle zoo – pions, muons, species of neutrinos and antineutrinos, particle classifications.
- Conservation laws revisited – lepton, baryon number, strangeness, reaction rules.
- The quark model – building mesons and baryons out of quarks, quarks and the classification scheme, experimental evidence for quarks, the standard model and quark flavours.
- Acceleration of charged particles – particle accelerators, colliders, particle detectors.
- Solar, cosmic ray and neutrino astronomy – accelerating particles and solar flares, pair production, synchrotron radiation and magnetic fields, neutrinos and weak interaction, neutrino oscillations, Cerenkov radiation, lepton scattering.
- Neutron stars – strange interactions, interior and nuclear matter; Compton and inverse Compton scattering, QPD sources, millisecond X-ray pulsars.
- X-ray and gamma-ray astronomy – supersoft X-ray sources, jets, TeV gamma-ray emission from the Crab Nebula, detecting the supegalactic plane, highest energy gamma-ray sources, gamma ray bursters - detection, possible production processes and astronomical sources.
- Gravitational wave astronomy – gravitons, binary and colliding neutron stars and black holes.
- Exotics – quark stars, searching for dark matter – WIMPs.
- Particle physics and cosmology – cosmic microwave background, scattering, matter and antimatter, symmetry breaking, primordial black holes, fundamental constants and cosmological time.
- Grand unified theories (GUTs), theories of everything (TOEs) and implications for cosmology.

Reading Materials
Kane, G & M Imnaugh (eds), The Particle Garden: Our Universe as Understood by Particle Physicists, Helix Books for Perseus Press, 1996.

HET615 Major Project: Astrophotography and CCD Imaging

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: HET609 or equivalent • Teaching methods: Online Delivery Mode, Contact via NewsGroup, Email and Internet Links • Assessment: An electronic logbook recording the student’s research and progress, project proposal and a detailed project report, plus a short summary ‘poster paper’

A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit will aim to develop the student's:
- knowledge and understanding of the principles involved in a particular aspect or application of astrophotography and/or CCD imaging: practical experience in the techniques involved in astrophotography and/or CCD imaging; and
- ability to keep a comprehensive record of experimental investigations, to write a detailed summary report of techniques used and investigations undertaken, and to communicate effectively about the outcomes of their work.

Content
Students will undertake a substantial practical amateur observing projects using astrophotography and/or CCD imaging techniques. A variety of suggested project topics will be made available, or students may suggest their own, subject to negotiation with the subject convener.

Each student will work closely with a supervisor assigned to their project, communicating and exchanging drafts via e-mail, and, where appropriate, students will collaborate with each other via newsgroup discussions.

Reading Materials

HET616 Great Debates in Astronomy

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: HET604 and HET607 or equivalent • Teaching methods: Online Delivery Mode, Course Material Available via CD-ROM and Internet Links, Contact via Newsgroup and Email • Assessment: Assessable Newsgroup Contributions, Assignments and Project

A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit will investigate in depth great debates in astronomy which have shaped (or still are shaping) our current understanding of the Universe and its evolution.

Content
The course content will be made up of detailed investigations of approximately six of the ‘big questions’ in astronomy, including the following:
- Is Pluto a Planet?
- What is the Origin of Gamma Ray Bursts?
- The Large Scale Structure of the Universe: dark matter and the cosmological constant.

We shall conclude by investigating several ideas and theories that do not qualify as true scientific debates, such as:
- The Existence of the Aether.
- Canals on Mars.
- The Face on Mars.
- The Moon Landing Hoax.

Reading Materials

HET617 Major Project - Computational Astrophysics

12.5 Credit Points • 1 Semester • Equivalent to 5 Hours per Week • Online • Prerequisite: HET604, or equivalent. Note that some modules will also have additional prerequisites of HET602* or HET611** (see below for details). • Teaching methods: Online Delivery Mode, with Contact via Newsgroup, Email and Internet Links. It should be noted that this unit requires access to the internet to run the numerical simulations. Time consuming jobs will be run in a batch mode, so that students can disconect from the internet and will be emailed once their jobs are complete. • Assessment: A computer-managed test on the Stellar Orbits module plus an electronic logbook recording the student’s research and progress, a project proposal, a detailed project report, plus a short summary ‘poster paper’.

A subject in the Graduate Certificate of Science (Astronomy), Graduate Diploma of Science (Astronomy) and Master of Science (Astronomy).

Aims & Objectives
This unit will aim to develop:
- An understanding of specific astrophysical concepts with the aid of computer simulations;
- practical experience in the use of numerical modelling and data analysis; and
- ability to keep a comprehensive record of their investigations, to write a detailed summary report of techniques used and investigations undertaken, and to communicate effectively the outcomes of their work.
Content
Students will choose from a range of computational astrophysics modules which
will teach students about specific astrophysical concepts with the aid of computer
simulations, and will also give students a grounding in computer modelling and an
appreciation of the ability of science and computers to make complex phenomena
understandable. Students will gain a deep understanding – via numerical
experiments – of the physics governing systems such as the asteroid belt, the
evolution of stars, the orbits of stars within the galaxy, and galactic dynamics.
All students will start by taking a module on Stellar Orbits, so as to gain an
understanding of numerical models and dynamical systems in particular. Students
will then choose one of the following five modules:
- Pulsar Population Synthesis
- Galactic Dynamics
- Galaxy Mergers
- Solar System Dynamics (also requires HET602 as a prerequisite)*
- Stellar Evolution (also requires HET611 as a prerequisite)**

All modules will use the Swinburne supercomputer via a Web interface. Students
are not expected to know any programming languages or write their own codes,
but they should gain an understanding of algorithms used in each module.
Students will use a Web interface to run numerical simulations on the Swinburne
supercomputer and can then download the results and data files to analyse on
their home computers. Under exceptional circumstances, students may choose
their own project topic after consultation and agreement with the SAO
Coordinator, and assuming an appropriate project supervisor can be found.
Each student will work closely with a supervisor assigned to their project,
communicating and exchanging drafts via email, and, where appropriate, students
will collaborate with each other via newsgroup discussions.

Reading Materials
Reading list depends on Module choice. All reading material online.

HET706 Networks and Routing

12.5 Credit Points • 1 Semester • 5 Hours per Week • Hawthorn • Prerequisite: Nil
- Teaching methods: Online self-study, augmented by a weekly lecture/tutorial,
  and in some weeks laboratory work, kinesthetic role plays and assignment work.
- Assessment: Online Tests, Assignments and Laboratory Work and Written Final Exam
A subject in the Graduate Certificate of Science in Network Systems, Graduate
Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
The student should be able to:
- Use the OSI model to describe direct point-to-point data communications.
- Address a network, given a topology and starting IP address.
- Describe basic inter-network processes.
- Explain basic electrical and electronic issues in networks.
- Conduct basic network audits.
- Explain the function of network management tools.
- Build a simple network of hosts, cables, hubs, and routers, at Layer 1 level.
- Troubleshoot typical physical problems in a small network.
- Compare and contrast the details of Layers 1, 2, and 3 in the context of
  Ethernet and IP.
- Compare and contrast the details of Layers 4, 5, 6, 7 in context of TCP.
- Compare and contrast LANs and WLANs layer by layer.
- Compare and contrast static versus dynamic routing, routed protocols versus
  routing protocols, and distance vector versus link state routing.
- Describe the internal configuration components of a router, access the router,
  and test network connectivity.
- Describe and preform a basic router configuration.
- Explain TCP (segment format, port #s, handshakes) and IP (IP datagrams,
  ICMP, ARP, RARP).
- Address and configure a network.
- Compare and contrast static and dynamic routing, routed and routing
  protocols, IGP's and EGP's, and RIP and IGRP.

Content
- Networks and Layers, Networking Devices.
- IP Addressing, ARP & RARP.
- Electricity and Electronics.
- Network Management.
- WANs.
- Routing, Using the Router, Router Components.
- Router Startup & Setup, Router Configuration.
- IOS.
- TCP/IP.
- IP Addressing.
- Routing Protocols.

NB: This subject content and methodology provides training that, in addition to
study at Swinburne, trains you towards sitting the external CCNA certification
examinations: the latter are conducted independently of Swinburne and do charge a
fee.

Reading Materials
Cisco On-line Curriculum: Cisco-Semester-1 and Cisco-Semester-2
Note: This subject content and methodology provides training that, in addition to your study at Swinburne, trains you towards sitting the external CCNA certification examinations: the latter are conducted independently of Swinburne and do charge a fee.

The following areas will be covered:
- LAN Switching, VLANs, LAN Design.
- IGRP.
- Access Lists.
- Novell IPX.
- WANs and WAN Design.
- PPP, ISDN, Frame Relay.

Reading Materials

HET710  Network Administration
12.5 Credit Points  1 Semester  4 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Instructor-lead Sessions using Official Microsoft MOC Materials
- Assessment: Assignment, Examination, Laboratory

A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
- To introduce administration issues in Windows 2000.
- Network planning.
- Installation.
- User and domain management.
- System performance tuning.
- Security.
- Intranet/Internet (IWeb server).
- Hardware considerations.

Content
- Introduction to networking protocols such as TCP/IP, ATM, IPX/SPX.
- General and advanced network configuration, including DNS, DHCP, routing.
- User management and access control.
- File systems, including striped and fault-tolerant file systems.
- Sharing file systems via the network.
- Disk configuration and administration.
- Effective backup and restore system.
- Managing printers, including local printers, network printers, and printer pools.
- Managing processes, performance optimisation and capacity planning.
- Securing systems, including implementing security policies and system auditing.
- Automating system administration tasks with scripts.
- Remote network access.
- Web server installation and configuration.
- System management tools.
- Troubleshooting and maintenance.

Reading Materials
All students are required to have a copy of the following materials.
Microsoft Official Curriculum.
2153 Microsoft Windows 2000 Network Infrastructure.

HET713  Internetwork Routing
12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn  Prerequisite: HET708 Internetworking Technologies + Teaching methods: Lectures, Tutorials and Practical Sessions + Assessment: Examinations, Pracs, Practical Examination, Tests

A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
To introduce IP protocols and techniques for routed networks.

Content
- Scalability of internetworks.
- Managing traffic access: congestion control.
- IP traffic management.
- Access lists and virtual terminal access.
- Queue configuration in traffic management: weighted fair queuing, priority queuing, custom queuing.
- Scalable routing protocols.
- Comparison of routing protocols.
- Extended IP addressing using VLMS.
- Variable-length subnet masks.
- Route summarisation.
- OSPF for single and multiple areas.
- Virtual links.
- Enhanced IGRP configuration and operation.
- Routing and routing update traffic.
- Network management and security, and BGP.

Reading Materials
TBA

HET714  Internetwork Switching
12.5 Credit Points  1 Semester  4 Hours per Week  Hawthorn  Prerequisite: HET710  Teaching methods: Lectures, Labs and Tutorials. This subject utilises a core curriculum of online self-study, which is commonly taken as training for industry certification (the highly regarded Cisco Certified Network Professional - CCNP). The self-study is augmented by a lecture/tutorial covering key areas. In addition, in most weeks there are laboratory sessions and module tests. + Assessment: Examinations, Labs, Tests

A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
Understanding the advantages of using switches to improve network performance.
Subject Details

| 213 |

<table>
<thead>
<tr>
<th>Subject</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>HET715</td>
<td>Network Computing</td>
</tr>
<tr>
<td>12.5 Credit Points</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Content</td>
<td>Overview of the Campus Network and Design Models</td>
</tr>
<tr>
<td>Reading Materials</td>
<td>TBA</td>
</tr>
</tbody>
</table>

| HET716  | Networked Applications |
| 12.5 Credit Points | 1 Semester | 4 Hours per Week | Hawthorn | Prerequisite: Nil. For students commencing course in semester 2 2004, the prerequisite is HET755. |
| Content | To explore the technology of distributed objects for networked computing, using Java. |

| HET717  | Simulation of Networks |
| 12.5 Credit Points | 1 Semester | 4 Hours per Week | Hawthorn | Prerequisite: Nil. Some background in basic probability theory is expected (probability distributions, mean, variance, correlation), and an ability to program using a general purpose programming language. For students commencing course in semester 2 2004, the prerequisite is HET755. |
| Content | To develop networked applications and explore their operation. |
| Reading Materials | Web-based materials. |

A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
To acquire skills in the generation and testing of simulated network behaviour. To use these skills to explore the nature and validity of traffic and resource models for investigating network behaviour and performance.

Content
- This subject is primarily project-based, supported by some lectures on background theory.
- The subject will consider the use of general purpose programming languages (e.g., C or C++) for simulation, as well as the use of simulation packages (e.g., ns-2).
- Discrete event simulation: Generating pseudo-random numbers. Generating random numbers with a prescribed probability distribution. Scheduling and events lists.
- Analysis of simulation results: confidence intervals and variance reduction techniques.
- Simulation packages. Comparison of models and real system behaviour - authentication of simulation models.
- Use of a simulator for animation (e.g., ns) versus performance modelling.
- Transient and steady state behaviour of simulated systems. Network traffic models and resource models.
- Project-based exploration of performance issues by simulation, for example: performance of alternative congestion control schemes; differentiated services protocols; resource reservation/allocation schemes; QOS on IP; streaming and multipoint applications.

Reading Materials
HET724  Research Paper

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Hawthorn  •  Prerequisite: Approval required from Course Convener  •  Teaching methods: Supervised Reading, Fieldwork and Individual Consultation As Required  •  Assessment: Class Presentations

A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
to provide a flexible program of study which allows the student to undertake a special project. This would require research into a topic relevant to the course, but alternative to the standard prescribed subjects.

Content
This subject requires students to prepare a 5,000-word article on a topic chosen in consultation with staff. Articles will generally take the form of a comprehensive literature review on a topic of contemporary interest.

Reading Materials
To be advised.

HET725  Research Report

25 Credit Points  •  1 Semester  •  8 Hours per Week Equivalent  •  Hawthorn  •  Prerequisite: Approval required from Course Convener  •  Teaching methods: Supervised Reading, Fieldwork and Individual Consultation As Required  •  Assessment: Class Presentations

A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
to provide a flexible program of study which allows the student to undertake a special project. This would require research into a topic relevant to the course, but alternative to the standard prescribed subjects.

Content
This subject requires students to prepare an article of around 8,000 words on a topic chosen in consultation with staff. Generally the paper will take the form of a comprehensive literature review of a topic of contemporary interest, followed by presentation of research undertaken by the student.

Reading Materials
There are no prescribed texts. Students will be directed to the appropriate books and/or journal articles.

HET728  3D Modelling & Animation

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Hawthorn  •  Prerequisite: HET745 and HET746; or for transition arrangements HET730 applies  •  Teaching methods: Lectures, Studio (Computer Laboratory), Tuition with Practical Experience through Exercises and Set Tasks  •  Assessment: Assignments, Practical Work, CM, Test

Aims & Objectives
To give students an overview of key concepts and production techniques.

Content
This subject provides an introduction to 3D modelling and animation using a commercial 3D graphics application. The practical component of the course will take the student through the steps required to create and animate objects, apply materials, lighting and other effects.

Reading Materials

To be advised.

HET773 or for transition arrangements HET730 applies.  Teaching methods: Lectures, Studio (Computer Laboratory), Tuition with Practical Experience through Exercises and Set Tasks  •  Assessment: Assignments, Practical Work, CM, Test

Aims & Objectives
To provide a flexible program of study which allows the student to undertake a special project. This would require research into a topic relevant to the course, but alternative to the standard prescribed subjects.

Content
This subject requires students to prepare a 5,000-word article on a topic chosen in consultation with staff. Articles will generally take the form of a comprehensive literature review on a topic of contemporary interest.

Reading Materials
There are no prescribed texts. Students will be directed to the appropriate books and/or journal articles.

HET722  Research Paper

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Hawthorn  •  Prerequisite: Approval required from Course Convener  •  Teaching methods: Supervised Reading, Fieldwork and Individual Consultation As Required  •  Assessment: Class Presentations

A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
To provide a flexible program of study which allows the student to undertake a special project. This would require research into a topic relevant to the course, but alternative to the standard prescribed subjects.

Content
This subject requires students to prepare a 5,000-word article on a topic chosen in consultation with staff. Articles will generally take the form of a comprehensive literature review on a topic of contemporary interest.

Reading Materials
To be advised.

HET721  Minor Thesis

50 Credit Points  •  1 Semester  •  16 Hours per Week or Equivalent  •  Hawthorn  •  Prerequisite: Approval required from Course Convener. For students commencing course in semester 2 2004, HET9010 is a prerequisite.  •  Teaching methods: Supervised Reading, Fieldwork and Individual Consultation As Required  •  Assessment: Class Presentations

A subject in the Master of Science in Network Systems.

Aims & Objectives
To provide an opportunity for students to develop analytical, research and report-writing skills while exploring a topic in-depth.

Content
This subject requires students to prepare a minor thesis of around 12,500 to 15,000 words on a topic chosen in consultation with staff. Generally the paper will take the form of a comprehensive literature review of a topic of contemporary interest, followed by presentation of a substantial research project.

Reading Materials
To be advised.

HET723  Internet and WWW 2

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Hawthorn  •  Prerequisite: HET773 or for transition arrangements HET730 applies.  •  Teaching methods: Lectures, Laboratory-based Exercises  •  Assessment: Assignment and Laboratory Exercises, Computer-based Tests, Discussion Forum Contribution

A subject in the Graduate Certificate, Graduate Diploma and Master of Multimedia.

Aims & Objectives
HET723 introduces the functionality of Web page programming to achieve greater interactivity of websites and the development of data-driven websites. Several different technologies for Web page programming will be explored, and associated issues examined.

Content
• Website design and usability principles
• Basic programming concepts
• HTML and forms,
• DHTML concepts.
• Basic database structure and design, including SQL.
• Document object model.
• Client-side Web scripting.
• Server-side Web scripting

Reading Materials

HET720  Real Time Operating Systems

12.5 Credit Points  •  1 Semester  •  4 Hours per Week  •  Hawthorn  •  Prerequisite: Nil  •  Teaching methods: Lectures, Tutorials and Practical Sessions  •  Assessment: Assignment, Examination

A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

Aims & Objectives
Explore the technology of servers and networks.

Content
The subject deals with operating systems (with an emphasis on Unix) in relation to performance, network connectivity and security. Network functionality is examined in terms of methods of connection, maintenance of security and performance management.

Reading Materials
Web-based notes.
- Particles and space warps.
- Rendering and post effects.
- Network rendering and management.
- The business of 3D.

**Reading Materials**

**HET729  Design and Management of Networks**
12.5 Credit Points  1 Semester  4 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Lectures, Tutorials and Practical Sessions  Assessment: Assignment, Examinations, Labs
A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

**Aims & Objectives**
To introduce core issues of network design and management with a focus on emerging multi-service networks.

**Content**
This subject uses a case study and problem-based approach to introduce some of the wide range of topics facing network designers and managers today. The case studies are supported by a small set of theory modules to introduce quantitative tools to describe network traffic demand and resource capacity. Case studies will vary from time to time and may be drawn from the following topic areas: dimensioning of corporate LANs, telephony and voice-over IP networks; virtual private networks using frame relay, ATM or MPLS; Internet service provider networks and services (service level agreements, QoS differentiation, performance monitoring and billing); video on demand over cable or xDSL; the impact of caching and replication on network architecture (proxy server caching, mirror servers).

**Reading Materials**
To be advised.

**HET730  Multimedia Practice**
25 Credit Points  1 Semester  6 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Laboratory and Lecture-based Tuition with Continual Practical Experience through Exercises and Set Tasks  Assessment: Major Assignments and Hurdle Tasks, Practical Examination
A subject in the Graduate Certificate, Graduate Diploma and Master of Multimedia.

**Aims & Objectives**
To provide an introduction to the practice of multimedia, by developing appropriate skills with multimedia software.

**Content**
This subject involves an introduction to the practice of multimedia creation using various industry standard software tools.
- Concepts in digital image creation and manipulation.
- Introduction to bitmap and vector graphics.
- Introduction to multimedia authoring.
- Introduction to vector graphics animation.
- Introduction to HTML and Web page authoring.
- Principles of application applied to computer graphics.
- Comparison of various multimedia software packages.

**Reading Materials**

**HET732  Multimedia Development**
12.5 Credit Points  1 Semester  6 Hours per Week (4 Hour Lecture & 2 Hour Optional Session)  Hawthorn  Prerequisite: HET746; or for transition arrangements HET730 applies.  Teaching methods: Laboratory-based Tuition with Continual Practical Experience through Exercises and Set Tasks  Assessment: Major Assignments and Practical Examination
A subject in the Graduate Certificate, Graduate Diploma and Master of Multimedia.

**Aims & Objectives**
To extend multimedia development and production skills to a professional level.

**Content**
- Thorough understanding of the strengths of different authoring environments.
- Basic understanding of software and programming issues in multimedia.
- Advanced scripting techniques for Web-based multimedia.
- Advanced scripting techniques for CD-ROM multimedia development.
- Understanding programming standards, naming conventions and syntax.
- Working with predefined and custom objects.
- Debugging in different authoring environments.
- Developing game concepts.
- Packaging your software.

**Reading Materials**

**HET736  Broadband Multimedia Networks**
12.5 Credit Points  1 Semester  4 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Lectures and Laboratory Work  Assessment: Assignments, Examinations, Labs
A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems and Master of Science in Network Systems.

**Aims & Objectives**
The aim of this subject is to explore the key ideas of the emerging high-speed broadband networks, and the mixed services and traffic types they carry. The significance of broadband capability is explored, together with its promises and difficulties, including some important unsolved problems.

**Content**
The subject is expected to adapt in response to emerging issues. It is concerned broadly with two major issues in current and future high-speed broadband networks - the ability to deliver properly managed and differentiated quality of service and the drive for higher speed access to support more diverse multimedia applications. In both areas there are difficult technical challenges, and techniques continue to evolve over time.

**Reading Materials**

**HET737  Multimedia Project Management**
12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Weekly Lecture and Tutorial  Assessment: Assignments and written examination
A subject in the Graduate Certificate, Graduate Diploma and Master of Multimedia.

**Aims & Objectives**
This subject aims to provide an understanding of the nature of interactive multimedia, how to create and communicate using multimedia and how it can benefit business. It also introduces design principles for multimedia and describes the multimedia production process.

**Content**
- Types of multimedia projects
- Types of multimedia organisations
- Interacting in the industry: dealing with co-workers
- Working in a team
- Multimedia planning processes
- Multimedia development methodologies
- Multimedia development lifecycle
- Multimedia contracts and tendering
HET738  Neuropsychology Methods

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
- Teaching methods: Lectures, Tutorials • Assessment: Case Studies, Examinations

A subject in the BSc (Psychology/Psychophysiology) (Honours) - Psychology stream and Postgraduate Diploma in Psychology.

Aims & Objectives
To examine issues in physiological psychology and neuropsychology.

Content
- Methods in neuropsychology
- Frontal, parietal, temporal and occipital lobes structure, function and disorders associated with damage
- Subcortical structure, function and disorders associated with damage
- Hemispheric asymmetry and related asymmetries in cognition
- Child clinical neuropsychology
- Biological bases of neuropsychological disorders

Reading Materials

HET742  Digital Video and Audio

12.5 Credit Points • 1 Semester • 4.25 Hours per Week (on average) • Hawthorn • Prerequisite: HET745 and HET746; or for transition arrangements HET730 applies.
- Teaching methods: Lectures, Laboratory Sessions • Assessment: Assignments, Computer-Based Tests, Discussion Threads, Labs

A subject in the Graduate Diploma in Multimedia and Master of Multimedia programs.

Aims & Objectives
HET742 introduces the concept of non-linear video and audio editing using digital video and audio technology. It will equip students with the basic skills required to capture and edit video and audio material, and to master a variety of formats, including videocassette, CD and streaming formats for the WWW.

Content
- Storytelling tools
- Video technology
- Camera & lighting skills
- Videos capture
- Video editing
- Titles and credits
- Production planning
- Scriptwriting and storyboarding
- Production design
- Production estimation and timelines
- Advanced editing and FX
- Advanced audio and sound FX production
- Internet video
- Digital audio theory & physics of sound
- Audio recording and playback
- Random access / non-destructive editing
- Digital signal processing
- Audio file formats and compression
- Internet audio
- Digital audio disk and tape media

Reading Materials
Lecture handouts containing relevant course material. There is no prescribed textbook for this subject.

HET743  User Experience Design

12.5 Credit Points • 1 Semester • 5 Hours per Week • Hawthorn • Prerequisite: HET743 (or corequisite) and HET746 (or corequisite), or for transition HET730 applies. • Corequisites: HET745 and HET746 • Teaching methods: Lectures, Tutorials, Online Delivery • Assessment: Assignments, Tests, Tutorials, Examinations

A subject in the postgraduate Multimedia programs.

Aims & Objectives
HET743 introduces the concept of experience design and its importance in the networked economy. In the world of eCommerce and eBusiness, companies often overlook the importance of the customer experience. Launch deadlines and million-dollar marketing campaigns can take precedence over fundamentals like navigation, search, usability and the needs of the real user. In order to succeed in the online market, the experience that customers have on the website must be recognised and improved. The understanding and skills gained in this subject will help students to design effective user environments for multimedia applications.

Content
- Introduction to the User Experience
- Understanding the Business
- Effective Branding
- Understanding the User
- Effective Information Architecture
- User Interface Design
- Prototyping and Documentation
- Usability Testing

Models of Communication Models of Learning Designing for Learning Methods of Evaluation

Textbook
Lecture handouts containing relevant course material. There is no prescribed textbook for this subject.

Recommended Reading
Shedroff, N., Experience Design 1, Indianapolis: New Riders, 2001

HET745  Multimedia Imaging

12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: Nil • Corequisites: HET746 • Teaching methods: Laboratory and lecture based tuition with continual practical experience through exercises and set tasks. • Assessment: Major assignment, Hurdle Tasks and practical examination.

A subject in the Graduate Certificate of Multimedia, Graduate Diploma of Multimedia Imaging, Master of Multimedia Imaging, Master of Multimedia Technology, and Master of Multimedia (Honours).

Aims & Objectives
To provide an introduction to the practice of multimedia, by developing appropriate skills with multimedia software.

Content
This subject involves an introduction to the practice of multimedia, by developing appropriate skills with multimedia software.
- Concepts in digital image creation and manipulation.
- Introduction to bitmap and vector graphics.
- Comparison of various multimedia software packages.
- Introduction to typography and typographic manipulation.
- Colour models and tonal manipulation in computer graphics.
- Computer graphic file types.
- Cross platform and delivery issues in multimedia.

Reading Materials
Online and printed reference material TBA.
HET746 Multimedia Authoring

12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: Nil
- Corequisites: HET745 • Teaching methods: Laboratory and lecture based tuition with continual practical experience through exercises and set tasks. • Assessment: Major assignment, Hurdle Tasks and practical examination.
A subject in the Graduate Certificate of Multimedia, Graduate Diploma of Multimedia, M aster of M ultimedia, M aster of M ultimedia Technology, and M aster of M ultimedia (Honours).

Aims & Objectives
To provide an introduction to the practice of multimedia, by developing appropriate skills with multimedia software.

Content
- Academic skills issues.
- Introduction to multimedia programming concepts.
- Introduction to multimedia Authoring using industry standard software packages.
- Introduction to bitmap and vector graphics animation.
- Principles of animation applied to computer graphics.
- Utilisation of a range of media in multimedia products.
- Introduction to interaction using scripting languages.

Reading Materials

HET748 Advanced 3D Animation and Rendering

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HET728 • Teaching methods: Online Course Material, Computer Laboratory Studio Tuition, Project Work • Assessment: Project(s), W eekly Tests.
An elective subject in the Graduate Certificate of Multimedia, Graduate Diploma of Multimedia, M aster of Multimedia, M aster of Multimedia (Honours) and M aster of Multimedia Technology.

Aims & Objectives
The aim of this subject is to provide students with an understanding of:
- The use of distributed rendering for scientific and multimedia applications.
- The key features of, and differences between, common models for distributed rendering.
- Methods of distributed rendering in scientific research and the animation industry.
- The relationship between current streams of 3D design and animation research.
- The development and implementation of critically resolved project work.
- Distributed rendering on a large-scale project using a specific animation package.

Content
Online Learning Component:
- Fundamentals of distributed rendering.
- Scientific visualisation.
- Light models and rendering techniques.
- Commercial software applications.
- 3D case-study.
- Future possibilities.
Seminar and discussion component:
- Storyboarding techniques.
- Introduction to architectural lighting.
- Materials and rendering.
- Virtual and digital space.
- Advanced lighting.
- Guest lecture.

Reading Materials
Online course material.
There is no prescribed textbook for this subject. The following text books are suggested readings only.

HET753 Remote Access Networks

12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: HET712 • Teaching methods: Lectures, Labs and Tutorials • Assessment: Examinations, Labs, Tests
A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems, M aster of Science in Network Systems, M aster of Science in Network Systems (Honours), and M aster of Information Technology in Network Systems.

Aims & Objectives
On completion of this subject the student should be able to:
- Configure asynchronous connections with modems.
- Configure point-to-point protocol and control network access.
- Use ISDN and DDR Technologies to enhance remote connectivity.
- Optimize the use of DDR interface - Dialer profiles and rotary groups.
- Set up frame relay connection and manage traffic flow control.
- Managing network performance with queuing and compression.
- Scale IP addresses with NAT.
- Use AAA to scale access control in an expanding network.

Content
- Selecting, Assembling, and Cabling WAN Components.
- Configuring Asynchronous Connections with Modems.
- Configuring Point-to-Point Protocol and Controlling Network Access.
- Accessing the Central Site with Windows 9X.
- Using ISDN and DDR Technologies to Enhance.
- Remote Connectivity.
- Optimizing the Use of DDR Interface - Dialer Profiles and Rotary Groups.
- Frame Relay Connection and Traffic Flow Control.
- Enabling Backup to a Permanent Connection.
- Managing Network Performance with Queuing and Compression.
- Scaling IP Addresses with Network Address Translation.
- Using AAA to Scale Access Control in an Expanding Network.
- Lab Exam.
- Final Exam Cisco Sem6.
- Cisco Feedback.
- Swinburne Feedback.

Textbook

Reference

HET755 Introduction to Network Programming

12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: Nil
- Teaching methods: Lecture, tutorials and laboratory based exercises and practical work • Assessment: Assignments, Examinations, Pracs
A subject in the Graduate Certificate of Science in Network Systems, Graduate Diploma of Science in Network Systems, M aster of Science in Network Systems, M aster of Science in Network Systems (Honours), and M aster of Information Technology in Network Systems.
Subject Details

HET758 Networking and Online Games

Aims & Objectives
To introduce students to programming fundamentals and TCP/IP socket programming. This is an entry level subject which provides a suitable basis for later networking subjects that require Java-based skills.

Content
- Introduction to Java Object-Oriented programming – concepts of class, object, attribute, method and constructor.
- Basic constructs for applications running on the Java Virtual Machine – expressions, flow control, arrays.
- Class design. Encapsulation, polymorphism, inheritance.
- Exception handling
- Threads
- Text-based applications and a very brief coverage of simple GUI-based applications
- Text and advanced I/O streams
- Simple client/server systems using TCP sockets.

Reading Materials
- Online reference material

HET756 Network Security

Aims & Objectives
To provide a comprehensive coverage of network security in predominantly Unix and Windows operating system environments.

Content
- Identification and Authentication
- Access Control
- Unix Security – brief overview to cover topics not included in HET720 Real Time Operating Systems
- Windows NT Security
- Typical Network Weak Points - viruses, worms, flawed protocol implementation
- Security Evaluation
- Distributed System Security
- WWW Security
- Cryptography
- Network Security

Reading Materials

HET773 Internet and WWW 1

Aims & Objectives
To introduce the Internet, World Wide Web and associated local and wide-area network issues.

Content
- What is the Internet and how does it work?
- How does the World Wide Web operate across the Internet.
- HTML and WYSIWYG web authoring tools.
- CSS and XML.
- Internet tools: Telnet, FTP, etc.
- How web browsers work.
- Band-width issues and relevant trade-offs.
- Graphics files: size, download times and formats.
HET811 Multimedia Project

25 Credit Points • 1 Semester • Variable depending on project: Typically an average of 1.5 Hours per Week • Hawthorn • Prerequisite: Completion of 100 CP of subjects. Approval from Course Coordinator. HET811 may not be taken with HET910 or HET911. • Teaching methods: Project • Assessment: Final Report Presentation, Project(s), Project Progress

Aims & Objectives
To enable the student to acquire practical experience in multimedia technology, synthesising skills learnt in other multimedia coursework subjects and successfully achieving the completion of a major project plus critical project report, preferably working in a team environment.

Content
The multimedia project subject is a subject for students in the final stage of the Master of Multimedia course. The project subject is a ‘capstone’ subject, intended to integrate and develop the skills and knowledge acquired/refined during the course. The first part of the project will incorporate project planning and design (pre-production), with occasional seminars on these and related topics. The second part of the project will involve project execution, including usability testing, and the development of an approved form of multimedia deliverable plus a final project report and presentation.

The subject convener maintains a list of possible projects. Projects are normally drawn from this list, although projects outside this list may be possible. The projects are usually run as group projects, as the ability to work effectively as part of a team is an important attribute in the multimedia industry. It is expected that each project group will be liaising with an external or internal client. Where necessary, and at the discretion of the course coordinator, an external project adviser may be appointed.

Reading Materials

HET824 Interactive Animation

12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: HET723 and HET732 • Teaching methods: Laboratory and lecture based tuition with continual practical experience through exercises and set tasks. • Assessment: Assignments, Hurdle Tasks, Practical Examination.

A subject in the Master of Multimedia Technology, and Master of Multimedia (Honours).

Aims & Objectives
To provide hands-on development with Flash and database integration to produce rich media dynamic data applications.

Content
• Basic understanding of software and programming issues in multimedia.
• Advanced scripting techniques for web-based multimedia.
• Understanding programming standards, naming conventions and syntax.
• Working with predefined and custom objects.
• Debugging in different environments.
• Revision of database principles.
• Interactive information presentation
• Interactive information retrieval
• Event driven effects.

Reading Materials

HET910 Multimedia Project Design

12.5 Credit Points • 1 Semester • Variable depending on project: Typically an average of 1 Hour per Week • Hawthorn • Prerequisite: Completion of 100 CP of subjects. Approval from Course Coordinator. HET910 may not be taken with HET811. • Teaching methods: Project • Assessment: Projects (a), Project Progress

Aims & Objectives
To enable the student to acquire practical experience in multimedia technology, synthesising skills learnt in other multimedia coursework subjects and successfully designing and planning a major project, preferably working in a team environment.

Content
The multimedia project subject is a subject for students in the final stage of the Master of Multimedia course. The project subject is one of a pair of two ‘capstone’ subjects, HET910 and HET911, intended to integrate and develop the skills and knowledge acquired/refined during the course. This subject will incorporate project planning and design (pre-production), with occasional seminars on these and related topics.

The subject convener maintains a list of possible projects. Projects are normally drawn from this list, although projects outside this list may be possible. The projects are usually run as group projects, as the ability to work effectively as part of a team is an important attribute in the multimedia industry. It is expected that each project group will be liaising with an external or internal client. Where necessary, and at the discretion of the course coordinator, an external project adviser may be appointed.

Reading Materials

HET911 Multimedia Project Development

12.5 Credit Points • 1 Semester • Variable depending on project: Typically an average of 1 Hour per Week • Hawthorn • Prerequisite: HET910. Approval from Course Coordinator. HET911 may not be taken with HET811. • Teaching methods: Project • Assessment: Projects (a), Project Progress, Project Report

Aims & Objectives
To enable the student to acquire practical experience in multimedia technology, synthesising skills learnt in other multimedia coursework subjects and successfully carrying out and completing a major project, preferably working in a team environment.

Content
The multimedia project subject is a subject for students in the final stage of the Master of Multimedia course. The project subject is one of a pair of two ‘capstone’ subjects, HET910 and HET911, intended to integrate and develop the skills and knowledge acquired/refined during the course. This subject will incorporate project execution, including usability testing, and the development of an approved form of multimedia deliverable plus a final project report and presentation.

The subject convener maintains a list of possible projects. Projects are normally drawn from this list, although projects outside this list may be possible. The projects are usually run as group projects, as the ability to work effectively as part of a team is an important attribute in the multimedia industry. It is expected that each project group will be liaising with an external or internal client. Where necessary, and at the discretion of the course coordinator, an external project adviser may be appointed.

Reading Materials

HET921 Multimedia Honours Project

25 Credit Points • 1 Semester • 4 Hours per Week. Regular contact to be negotiated with supervisor. • Hawthorn • Prerequisite: HET9010 (or corequisite).

HET911, Approval from Course Coordinator. • Corequisites: HET9010 • Teaching methods: Project, Individual Supervision • Assessment: Final Report Presentation, Project, Paper.

A subject in the Master of Multimedia (Honours).

Aims & Objectives
To introduce students to an in-depth analysis of design topics using research methods and to the benefits of such analysis to the development of design.
Content
This research and development project will involve the investigation of multimedia topics using appropriate research methods. The student, in consultation with the Subject Convenor, the Research Coordinator and the Course Coordinator, will select the project. The result of this investigation will provide the basis of a written research component and a practical component.

The written research component may take the form of:
- Dissertations;
- An article for publication in a journal or magazine relevant to the subject of the research.

The practical component requires the presentation of a finished project, complete with supporting project report. Both the written research and the resulting project will have equal weight in the assessment.

Reading Materials
Online and printed reference material TBA.

HGM502 Product and Marketing Strategy
12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Class Sessions involving Discussions, Student Presentations, Case Exercises and Active Participation of all Class Members • Assessment: Individual: Market Analysis Report; Group: Group Field Study

A Stage 1 subject in the Graduate Certificate of Business Administration, Graduate Diploma of Business Administration, Master of Business Administration and Master of Information Systems/Master of Business Administration.

Aims & Objectives
The aim of this subject is to enable students to acquire knowledge and understanding of the principles of marketing with particular reference to managing the practical application of these within innovative and entrepreneurial organisations.

Students who satisfactorily complete this subject will possess the skills necessary to:
- Understand and apply principles of M-marketing.
- Recognise and create a marketing orientation within an organisation.
- Identify and evaluate opportunities through effective analysis of the business environment.
- Devise market entry strategies.
- Create and evaluate marketing plans.
- Manage the marketing function.

Content
Marketing strategy plays a critical role in organisations operating in a global environment, both in physical and electronic markets. The emphasis is on perspectives of buyer behaviours and strategic and tactical use of marketing mix variables including product, price, distribution and communication. This process includes internal and external analysis, interpretation of emerging new and changing business environments to position the organisation for competitive advantage and overall management of marketing strategy.

Textbook

Recommended Reading

HGM503 Financial Data and Decision Making
12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures, Discussions, Group Exercises, Individual and Syndicate Presentations • Assessment: Individual: Test 15%; Final Exam 55%; Group: Syndicate Assignment 30%

A Stage 1 subject in the Graduate Certificate of Business Administration, Graduate Diploma of Business Administration, Master of Business Administration and Master of Information Systems/Master of Business Administration.

Aims & Objectives
- To understand the information provided by the accounting system in recording, planning, controlling and evaluating the resource flows associated with a business entity.
- To be able to use and evaluate accounting performance measures and decision techniques for managing a business within a variable, complex market environment.
- To be able to use financial data in entrepreneurial, start-up and high growth situations.

Content
- Financial implications for start-up and high growth businesses.
- Structure, language and concepts of accounting.
- Decision-making and planning.
- Cash flow and implications for business decisions.
- Performance measurement.
- Cost behaviour and the tools of decision-making.
- Sales issues, including price, break even, costs. Use of direct and absorption costs methods.
- Budgets, with attention to spreadsheets and the role they play in design.
- Entrepreneurial focus on the ‘what if’ scenarios in spreadsheets.
- Ratio analysis.

Textbook

HGM505 Opportunity Evaluation
12.5 Credit Points • 1 Trimester • 2.75 Hours per week • Hawthorn • Prerequisite: Nil • Teaching methods: Class Sessions involving Discussions, Student Presentations, Case Exercises and Class Participation • Assessment: Individual: 55%; Group: Syndicate work 45%

A Stage 1 subject in the Graduate Certificate of Business Administration, Graduate Diploma of Business Administration, Master of Business Administration and Master of Information Systems/Master of Business Administration.

Aims & Objectives
Upon completion of this course students will have obtained the tools and mindset to:
- Define the differences between an idea and an opportunity.
- Explain the different criteria surrounding new business ventures and innovation strategies.
- Analyse the risk attached to grasping opportunities.
- Utilise criteria to successfully screen opportunities.
- Identify how to find information that can be used in screening opportunities.
- Recognise personal criteria that can be used in evaluating new ventures & innovation strategies.
- Conduct their own evaluation process on potential opportunities.
- Confidently evaluate other proposed new ventures or innovation strategies presented to them.

Content
The focus of this subject is how to determine the difference between ideas and value creation making business opportunities and covers the broad areas of:
- Financial and non financial requirements for evaluating opportunities
- Personal Business requirements
- The people dynamics
- The options for growth

Topics covered during the subject:
- Introduction to Innovation
- Sources of Innovation
- Opportunity Recognition
- Environmental Analysis
- New Venture Screening Guide
- Initial Screen
- Business Concepts
- Marketing/Product
HGM506  Leading, Following and Team Dynamics  

12.5 Credit Points • 1 Trimester • 2.75 Weeks per week • Hawthorn • Prerequisite: Nil • Teaching methods: Class Sessions involving Experiential Exercises, Discussions and Class Participation • Assessment: Individual Paper 75%; Group Class Presentation 25%

Aims & Objectives

On completion, students will be able to understand three conceptual perspectives on leadership and followership and team dynamics, viz:

1) Developmental (D)
2) Gestalt (G)
3) Tavistock (T)

- Distinguish between (a) process and content, and (b) group and task processes.
- Identify and analyse group-as-a-whole dynamics in relation to leaders and followers.
- Be psychologically present as leaders and followers in teams.
- Use experiential learning skills.
- Employ their increased awareness of group processes that inhibit or enable innovative leadership and followership in small and large groups.
- Employ enhanced skills for managing in groups and heightened awareness of their own leadership and followership capacities.
- Recommend effective entrepreneurial and innovative behaviour within teams.
- Use their analysis of team processes to inform their choice of leadership and followership behaviour in organisational environments.
- Apply their learning both within the class and to workplace environments.

Content

The unit is workplace-focused, student-centred and experiential, including:

- A theoretical foundation for understanding interpersonal, group and inter-group dynamics.
- Experiential exploration of students’ capacities in the ‘here and now’ for leading and following.
- A research project carried out in their own workplace.
- Reflective discussion and written analysis of the relationship between concept and experience in managing group dynamics.

Textbook


HGM551  Leading, Following and Team Dynamics  

12.5 Credit Points • 1 Trimester • 3 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Class Sessions involving Experiential Exercises, Discussions and Class Participation • Assessment: Individual Paper 75%; Group Class Presentation 25%

A Stage 1 subject in the Graduate Diploma and Master of Business Administration.

Aims & Objectives

On completion, students will be able to understand three conceptual perspectives on leadership and followership and team dynamics, viz:

1) Developmental (D)
2) Gestalt (G)
3) Tavistock (T)

- Distinguish between (a) process and content, and (b) group and task processes.
- Identify and analyse group-as-a-whole dynamics in relation to leaders and followers.
- Be psychologically present as leaders and followers in teams.
- Use experiential learning skills.
- Employ their increased awareness of group processes that inhibit or enable innovative leadership and followership in small and large groups.
- Employ enhanced skills for managing in groups and heightened awareness of their own leadership and followership capacities.
- Recommend effective entrepreneurial and innovative behaviour within teams.
- Use their analysis of team processes to inform their choice of leadership and followership behaviour in organisational environments.
- Apply their learning both within the class and to workplace environments.

Textbook


HGM552  Finance for High Growth Businesses  

12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: HGM503 or equivalent • Teaching methods: Classes, Syndicate and Team Projects • Assessment: Syndicate Assignment 30%; Test 20%; Final Exam 50%

A Stage 2 subject in the Graduate Diploma and Master of Business Administration.

Aims & Objectives

The principal objective of this subject is to provide students an understanding of the role of finance in running a business and to foster an understanding of financial techniques necessary to evaluate a firm’s financing, investment and dividend options and making correct decisions. The specific objectives of the subject are:

- To understand the nature of risk and its relationship with return in making business decisions.
- To establish the fact that cash (not profit) and cash flow is central to all financial decision making.
- To measure the opportunity cost involved in future cash flows and calculate their present values.
- To apply the DCF techniques to evaluate investment projects and making investment decisions.
• To be aware of the intricacies of various sources of capital for a business and their impact on the risk/return balance of the business.
• To be able to diagnose about the financial health of the business.
• To learn how to forecast financial needs of a business.
• To know how to manage cash, credit and other financial resources of the business.

Content
This subject covers those topics which are quite fundamental for managing the financial aspects of a growing firm. The topics include:
• Role of finance in business - risk/return trade-off in financial decisions.
• Time value of Money (TVM) – calculating compound values.
• Time value of money (TVM) – calculating present values (DCF).
• Investment project evaluation – calculation of PBP, NPV, IRR, PI etc. – Project selection.
• Project cash flow identification and project ranking.
• Equity and non-equity sources of capital for a business – shares, bonds, leasing, term-loans etc.
• Calculating cost of capital of the firm and valuation of bonds and shares – Capital Asset Pricing Model (CAPM).
• Financial diagnosis – Leverage analysis – Measuring degrees of business risk, financial risk, total risk of a business.
• Financial forecasting and planning financial needs.
• Working capital management.
• Cash and current asset management.

Recommended Reading

HGM553 Business Strategy

12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Class Sessions involving Discussions, Student Presentations, Case Exercises and Class Participation • Assessment: Individual Business Plan Case Study, Discussion & Report 50%; Group Assignment 50%

A Stage 2 subject in the Graduate Diploma and Master of Business Administration.

Aims & Objectives
The objectives of this subject are to enable students to:
• Examine the role of business level strategy formulation and implementation in terms of context and processes to achieve sustainable competitive advantage in a dynamic global environment.
• To link and integrate theory and practice by critically evaluating emerging business management paradigms.
• To inculcate critical thinking and skills in evaluating and analysing data and other relevant business information from functional units.
• To develop a comprehensive understanding of the business planning process of single unit business or emerging business.
• To develop and defend a viable strategic business plan and implementation issues.

Content
Topics will include:
• Why write a business plan?
• The business plan outline, executive summary, format and writing tips.
• Management and organisation plan, including team formation.
• Entrepreneurial characteristics and myths.
• Business start-up.
• Concept development and presentation.
• The management team.
• Infrastructure.
• Legal forms of organisation.
• Intellectual property.
• Market research and analysis.
• Information management.
• Financial issues including: cash flow statements, financial plans, financial management, venture capital, raising money and negotiation.

Recommended Reading
Coyle, G, Practical Strategy Structured Tools and Techniques, Prentice Hall

HGM554 eBusiness Design for Competitive Advantage

12.5 Credit Points • 1 Trimester • 2.75 Hours per week • Hawthorn • Prerequisite: Nil • Teaching methods: Class Sessions involving Discussions, Student Presentations, Case Exercises and Class Participation • Assessment: Class Discussion Participation 20%; Individual Assignment 30%; Syndicate Group Assignment 50%

A Stage 2 subject in the Graduate Diploma and Master of Business Administration.

Aims & Objectives
The focus of this subject is on the integration of information technology and Internet-enabled systems with the purpose of developing a business strategy to improve performance and gain competitive advantage. Conventional thinking needs to be transformed to successfully manage the information technology implications and opportunities for business. Strategic planning and eBusiness modelling concepts and techniques will be applied to design an information technology-enabled business unit. The emphasis will be on the contextualisation of concepts and techniques to the eBusiness environment, including adapting patterns of thinking.

Exploration of the shift from eCommerce to eBusiness will demonstrate the need for process re-engineering and business redesign. A balanced approach will be taken to information system design, including aspects of finance and performance measurement, customer-related communication and data warehousing systems, knowledge management and learning systems, project management, service and decision support systems.

The application of management techniques using the processes of data mining will be explored and the skills of not-knowing and precision questioning will be developed. A management perspective rather than a technology specialist approach is taken.

Content
The context for study in this subject will be the business unit making the transition from more traditional strategies to eBusiness:
• eCommerce to eBusiness: history, distinctions and future directions.
• Strategic transformation and information technology: generational change.
• Process redesign and organisational restructuring for eBusiness.
• eBusiness modelling.
• Systems design: transaction processing, supporting management and decision-making, data and knowledge management.
• Information technology, systems and website evaluation from a management perspective.
• Website design and build for knowledge management purposes.
• Data mining skills for management problem analysis and decision-making purposes.
• Developing effective online communication strategies.

Textbook
The subject will be built around:

HGM555 Organisation Dynamics

12.5 Credit Points • 1 Trimester • 2.75 Hours per week • Hawthorn • Prerequisite: Nil • Teaching methods: Class Sessions involving Discussions, Reflective Activities, Presentations and Class Participation, Workshops and Seminars • Assessment: Group Presentation 10%; Action Learning Report 40%; Case Analysis 540%

A Stage 2 subject in the Graduate Diploma and Master of Business Administration.
Aims & Objectives

The objectives of this subject are:

• To introduce students to analysis of organisation dynamics and their effects on organisation activity;
• Through experiential workshops, to identify, evaluate and develop the managerial and leadership capacities of students;
• To introduce students to action learning methods for working with organisational change and learning.

Content

This unit will focus around the questions:

• What is an entrepreneurial organisation?
• What is innovative management?
• What sort of manager am I?
• What alternatives do I have?
• What are the group dynamics that support an entrepreneurial organisation and innovative management?

A working understanding of ideas and actions will be sought. This means an ongoing linking of theory, the student's own experience and the development of appropriate inquiry methods.

Students will be given a framework for exploring and changing (through experiential classwork and action learning based in the workplace) their own capacities as innovative managers. Students will work in small learning groups while adapting the framework to their own circumstances. They will be expected to develop a working action learning contract that must be ratified and evaluated by all small group members. Students will act as 'consultants' to others in the small groups during the progress of their action learning project. They will also attend to 'here and now' dynamics of their small groups and the effects these have on members action learning projects.

The idea of the work organisation will be examined. The concept of 'institution-in-the-mind' will be introduced as a springboard for the exploration of student's implicit ideas about organisation, its genesis and effects. Ideas such as purpose, task, structures, roles, leadership, authority, representation, communication, diversity and management will be explored.

Recommended Reading


HGM601-HGM602-HGM603

Integrating Project

25 Credit Points  2 Trimesters  Hawthorn  Prerequisite: HGM 553 or equivalent  Teaching methods: Classes and Case Study Discussion  Assessment: Individual Contribution to Case Study Discussion and Debate 25%  Written Assignments 25%; Case Study Project 35%

A Stage 2 subject in the Master of Business Administration and Master of Information Systems/Master of Business Administration.

Aims & Objectives

The Integrating Project draws on the four core subjects of the MBA program (Technology, Leadership, Strategy and Finance) and is developed within the context of enterprise, innovation and international business. By the end of the project students will have: systematically approached an organisational issue and studied the effects of their own reflection and action with respect to the issue and extended their capabilities in the area.

Students will be encouraged to think critically and analytically about the principals that are introduced. This will involve active participation and interaction with other students in constructively evaluating each other's work. The outcome of the Project Planning Seminar will be a proposal for the integrating project.

The Project Planning Seminar Series will draw upon broader principles of research methodologies, problem solving, and scientific method to equip you with the understanding and the skills required to identify and undertake research on problems which arise in your business context.

At the end of the Project Planning Seminar Series, you should be able to demonstrate:

• The ability to formulate an aim and objectives and rationale for undertaking an integrating project.
• An understanding of research methodologies appropriate to different project tasks
• The ability to undertake and present a literature review.
• Skills in selecting and applying appropriate methods and techniques of data collection, analysis and interpretation, including design of questions for different purposes of inquiry in the business context.
• The capability to complete a project proposal.

Content

The first six weeks of the Project Planning Seminar series will cover 'hands on' experience in literature searching and reviewing; choosing an appropriate research methodology for your Project; understanding the advantages and disadvantages of qualitative, quantitative and multi-methodology approaches; Ethical considerations and aspects of research; Data analysis and interpretation; writing the Project Report. Once completing the Project Proposal (HGM 601) you will be appointed a Project Supervisor and progress to HGM 602/3 The Integrating Project.

The Integrating Project will take the form of applied management research. Types of applied research include:

Case Study Projects

In this approach, research knowledge is developed from integrating similarities and differences between organisations. A small sample of companies is used to examine a managerial issue in depth, and recommended actions are based on the research findings.

Action Enquiry Projects

Issues are identified, interventions are proposed, action is taken, results are examined and the process is evaluated. Each stage in action learning contributes to a continuous activity of applying knowledge and testing its effectiveness.

Management Consulting Projects

A process of identifying what needs to be done and establishing action plans to achieve the desired performance outcomes is followed. Consulting Projects are undertaken when the purpose is to use a particular methodology or approach to address a specific performance problem.

Textbook


HGM604

Corporate Strategy

12.5 Credit Points  1 Trimester  2.75 Hours per Week  Hawthorn  Prerequisite: Stage 1 subjects and HGM 553 or equivalent  Teaching methods: Classes and Case Study Discussion  Assessment: Individual Contribution to Case Study Discussion and Debate 35%; Written Assignments 25%; Case Research Project 40%

A Stage 2 subject in the Master of Business Administration and Master of Information Systems/Master of Business Administration.

Aims & Objectives

By the end of the trimester, students will be able to:

• Identify the strategy concept and organisation concept of a corporation.
• Recognise the relevance of these concepts to the contexts of entrepreneurship, maturity, diversification, innovation and professionalism.
• Recognise how ‘entrepreneurial’ management differs from ‘professional’ management.
• Understand the importance of ‘culture’ in an organisation and its effect on venture opportunities.
• Design new ventures to optimise the odds for success in a corporate framework.

Content

The venture process and corporate strategy:

• Formulating strategy.
• Strategy analysis.
• Strategy formation.
• Venture organisation and culture:
  • Structure and systems.
  • Power and decision-making.
  • Culture and social responsibility.
Aims & Objectives
To enable students to explore and understand varying assumptions and possibilities of the role of the consultant whether internal or external to the organisation.

Content
On completion of this subject, students will have:
- Explored consulting processes as an aspect of the manager's role and as an independent role.
- Distinguished between various styles and types of consultancy.
- Appreciated the complex dynamics of the client/consultant relationship.
- Developed skills in consulting to organisational change processes.
- Examined values and ethical issues for consultants.

Textbook
No formal text required.
Aims & Objectives

Given the transformational change required to operate as a global eBusiness and the ongoing necessity for rapid incremental change, entrepreneurial activity is increasing with both high rewards and disasters being widely reported. Earlier studies have addressed the challenges of making the transition to eBusiness. In this subject, the challenge of being entrepreneurial and creative is explored in relation to the emerging patterns of change and generation of opportunities.

Many of the spectacular cases of emergence, exponential growth and rapid demise will be studied in order to apply an understanding of the nature of eBusiness development and the drivers of success and financial benefits in the context of eBusiness. Managers are currently seeking answers to the requirements and success factors for managing new business ventures in the eBusiness environment.

In studying this subject students will:

- Analyse the driving forces for success and the impact of electronic commerce in multi-unit international businesses.
- Analyse eBusiness case studies applying eCommerce in different industries.
- Express ideas and implement management roles using interactive multimedia tools.
- Provide an opportunity for students to work in a team to capture and elaborate an eBusiness idea, develop a strategic plan and begin to develop some of the components that would be required to convince other parties to support the new venture.

Content

A broad view is taken of technology and information systems, including:

- Success drivers in eCommerce and the far reaching impact of its application on business.
- A closer examination of retailing and eCommerce.
- Internet consumers and customer relationship management.
- eMarketing.
- eCommerce for service industries.
- Business-to-business eCommerce.
- Object-oriented systems development and soft system methods as examples of information management approaches that can benefit managers working in complex, problematic, uncertain and ambiguous situations involving human activity.
- Electronic payment systems.
- eCommerce strategy and implementation.
- Infrastructure of eCommerce.
- Virtual communities.
- Expert and intelligent systems.
- Decision support technologies: machine learning, data mining and discovery, creativity, intelligent modelling and model management.

Textbook

Eisenmann, Internet Business Models: Texts and cases, McGraw Hill

In addition students will be directed to relevant websites and encouraged to research other online resources.

HGM609 Building an Integrated eBusiness Infrastructure

12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: All Stage 1 subjects and HGM554 or equivalent • Teaching methods: Students may choose a combination that suits their location, timing, work commitments and style of learning • Assessment: Project Brief to the Board of Directors 30%, Report on Building the eBusiness 40%, Reflection of Learning in Relation to Asking the ‘Right (Creative) Questions’ 30%

A Stage 3 advanced elective subject in the M aster of Business Administration suite.

Aims & Objectives

This subject bridges the gap between IT infrastructure, eCommerce and knowledge-based frameworks to build an eBusiness. The subject extends earlier studies in eCommerce modelling and design, strategic transformation and entrepreneurial eCommerce to the next stage. It goes beyond theory to implementation in the broadest sense. The purpose of this subject is to answer the many questions posed by management during the process from idea to investment. Participants establish a development/implementation plan for an eBusiness, to the stage where it is ready to go to the Board for decision purposes. An important skill to be learnt by students in this process is to pose the right questions.

A sample of questions that might be asked includes:
- What are the key characteristics of the industry environment that will influence success?
- What is the eBusiness model that will generate competitive advantage?
- Will the current IT infrastructure be modified, or will new solutions be created?
- What do you invest in, and how do you sequence your decisions when each framework can take three years to implement?
- How will the interrelated frameworks of CRM, resource planning, order management, supply chain and evaluation of investments be integrated?
- What changes are needed to ensure the cohesive management of implementation?
- How will the contributing players work together for eCommerce blueprint planning?
- How will priorities be addressed?
- How will the business case and investment justification be developed?
- How will implementation planning, application development and deployment be managed?
- What dimensions will be addressed in assessing feasibility?
- How will the stakeholder buy-in be achieved?
- What are the critical drivers of rapid and successful implementation and deployment?

Content

This subject may be studied using different combinations of the following learning resources and activities to form a flexible learning approach for each student. Students may choose a combination that suits their location, timing, work commitments and style of learning, from the following resources:

- Subject outline and learning guide in print.
- Face to face.
- Electronic synchronous or asynchronous discussions.
- Seminars including team-based activities.
- Telephone or fax individual consultation.
- Negotiated work-based assessment tasks and learning contract framework.

Textbook


In addition, students will be directed to relevant websites and encouraged to research other online resources.

HGM610 Strategy for Competitive Advantage

12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: Stage 1 subjects and first four subjects in Stage 2, or equivalent • Teaching methods: Seminar Approach, combining Lecture and Discourse • Assessment: Individual Assignment 65%; Group Assignment 35%

A Stage 3 advanced elective subject in the M aster of Business Administration suite.

Aims & Objectives

The underlying theme of this subject is ‘application’, i.e. combining students’ own experiences with the knowledge they have gained in the MBA subjects completed so far and applying that combination to a real-life situation. This approach will give students an appreciation of the strategy drivers of their organisation, as well as their sensitivity in relation to establishing competitive advantage. It should also help students to understand competitive advantage as it relates to their careers.
Content
- The world tomorrow: What trend breaks can we expect in the future? Are the students as well as their organisations fit for the future? If not, what actions should they take to rectify the situation?
- Competitive advantage through a demand/customer rather than a supply-driven approach. In a world full of turbulence, a pro-active (opportunities) rather than a reactive (solving existing problems only) approach is required.
- Competitive advantage through rethinking the way we execute. It deals with the question: ‘Is there a totally different way to execute, to do business?’

Underpinning each of these topics is a need for students to develop a capacity for breakthrough thinking, i.e., a capacity to rethink strategy in a more creative/entrepreneurial way.

Textbook
Text not required. Readings as advised.

HGM611 Management and Innovation
12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: All Stage 1 and 2 subjects or equivalent • Teaching methods: Lectures, Discussion and Syndicate Presentations • Assessment: Individual Assignment 60%; Syndicate Assignment 40%
A Stage 3 advanced elective subject in the Master of Business Administration suite.

Aims & Objectives
- To provide a framework for managers to be creative and to innovate to gain sustainable competitive advantage.
- To examine methods for generating high-value-added products.
- To develop the skills for managers to respond positively to changes in the operating environment.
- To provide an understanding of individual creativity drawing upon research findings of the last three decades.

Content
- Management of innovation.
- The human brain.
- Concepts of creativity.
- Techniques for idea generation.
- New product development and research and development.
- Seeking opportunities in a changing environment.
- Adapting management styles and organisation to fit change and encourage innovation.
- Entrepreneurship and intrapreneurship: new ventures and risk-taking.

Textbook
No text required.

HGM612 Capital Markets and Tax for High Growth Business
12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: All Stage 1 and 2 subjects or equivalent • Corequisites: HGM552 • Teaching methods: Lecture, Discussions and Individual and Syndicate Presentations • Assessment: Individual Assignment 25%; Final examination 45%; Group Assignment 30%
A Stage 3 advanced elective subject in the Master of Business Administration suite.

Aims & Objectives
The main aims of this subject are to develop an understanding of the range of financial institutions, instruments and markets within a modern financial system and the impact of current taxation legislation and practices, for the purpose of making financial decisions in an ever-changing and increasingly competitive business environment.

In particular, the subject will provide an understanding of the workings of financial markets and their participants, and introduce students to the range of financial instruments available in Australia and the markets within which these instruments are created and traded. It will also provide an understanding of issues in the Income Tax Assessment Act which have a major impact on business decision-making.

Given the complexity and speed of change within the Australian and international financial and taxation systems over recent years, the subject will concentrate on the current practices adopted in both the operation and structure of financial institutions, markets and institutions, and the taxation system.

Content
- Corporate funding decisions and financial markets.
- Banks and financial institutions.
- Equity markets: share markets and the corporation.
- Equity markets: participants in the market: companies raising funds and investors.
- Corporate debt market: short-term debt.
- Corporate debt market: medium- to long-term debt.
- Funding from offshore sources.
- Taxation aspects of corporate finance.
- Taxation of business entities.
- Capital Gains Tax (CGT) issues.
- Tax planning techniques.
- Goods and Services Tax (GST).

Recommended Reading
Australian Income Tax Assessment Act, CCH Core Legislation (as amended).

HGM613 Finance Risk Management
12.5 Credit Points • 1 Trimester • 2.75 Hours per Week • Hawthorn • Prerequisite: All Stage 1 and HGM552 or equivalent • Teaching methods: Lectures, Discussions, Individual and Syndicate Presentations • Assessment: Individual Assignment 20%; Multiple-Choice Tests (3) 30%; Final Examination 50%
A Stage 3 advanced elective subject in the Master of Business Administration suite.

Aims & Objectives
Students will have the ability to:
- Understand the causes of risk associated with volatile movements in prices.
- To appreciate the role and features of derivatives in the management of risk associated with financial instruments, trade settlements and commodity prices.
- Describe specifically the financial institutions and markets providing the risk management function.
- Apply portfolio theory as a risk management strategy.

Content
- Overview – the nature of risk. Financial markets and institutions providing the risk management function. Different types of risk.
- Put and call options, option markets, principles of option pricing.
- Option pricing models – the binomial model and the Black-Scholes model. Basic option strategies.
- Applications of options to produce more complex strategies, e.g., spreads and other combinations.
- Forwards and futures markets and contracts. Spot pricing. The concept of duration.
- Pricing of forwards and futures.
- Hedging with forwards and futures – options on futures.
- Currency forwards, futures and options.
- Swaps – currency and commodity swaps.
- Interest rate swaps, caps and collars.
- Portfolio theory.
- Capital Asset-Pricing Model.
- International finance issues.

Textbook
HIM401 Introduction to Nutritional and Environmental Medicine

25 Credit Points • 1 Semester • 5 Hours per Week • Hawthorn; Online; Distance Education • Prerequisite: Must satisfy course entry requirements • Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews • Assessment: Written examination (50%), Case study (30%), Assignment (20%)

A subject in the Graduate Certificate and Graduate Diploma in Integrative Medicine.

Aims & Objectives

The emphasis in this subject will be to introduce the principles of nutritional and environmental medicine and its potential for practical application to common clinical problems. It will be made clear that the subject is introductory in nature and is not intended to give full competence in the area.

Content

• General introduction (Part 1 & 2)
• Food sensitivity
• Macro & micro nutrients
• Nutritional management of diabetes incl. hypoglycaemia
• Nutrients and the Brain
• Nutritional aspects of women's health
• Nutritional and heart disease
• Nutritional aspects and behavioural problems including eating disorders, neurosis & psychosis
• Antioxidants and bioflavonoids
• Nutrition and cancer prevention
• Laboratory measurements
• Nutritional aspects of paediatric disorders
• Nutrients and cancer
• Osteoporosis and arthritis
• Geriatric problems incl. dementia
• Nutritional aspects of men's health
• Gastrointestinal disease
• Environmental chemicals and disease
• Probiotics
• Exercise and sports nutrition
• Insulin resistance
• Fats that heal and fats that kill
• Medicolegal – Part 1 & 2
• Clinical sessions

Recommended Reading

Erasmus, U, Fats that heal, fats that kill: the complete guide to fats, oils, cholesterol, and human health, Alive Books, Burnaby, 1993
Kune, GA, Reducing the odds: a manual for the prevention of cancer, Allen & Unwin, St Leonards, 1999
Lunenfeld, B, Gooren, L, Textbook of men's health, Parthenon, Boca Raton, 2002
Perspectives in food and nutrition, North Sydney, 1995-98
Reinhard, T, Gastrointestinal disorders and nutrition, Contemporary Books, Chicago, 2002
Shils, M.E, Olson, J.A & Shike, M, Modern nutrition in health & disease, Lippincott Williams & Wilkins, Baltimore, 1996
Wahlquist, M J, Food and nutrition: Australasia, Asia and the Pacific, Allen & Unwin, Crows Nest, 2002
Williams, SR, Essentials of nutrition and diet therapy, Mosby, St. Louis, 2003

Students are also given extensive lecture notes relevant journal articles, and up-to-date literature at the start of each class.

HIM402 Introduction to Musculoskeletal/Physical Medicine & Sports Medicine

12.5 Credit Points • 1 Semester • 5 Hours per Week • Hawthorn; Online; Distance Education • Prerequisite: Nil • Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews • Assessment: Written examination (50%), Case study (30%), Assignment (20%)

A subject in the Graduate Certificate and Graduate Diploma in Integrative Medicine.

Aims & Objectives

Basic information relating to musculoskeletal/physical medicine to be presented as well as an introduction to clinical methods. Introduction to the physiology of exercise and the management of sports injury including the health benefits of exercise.

Content

Emphasis on diagnosis of musculoskeletal problems through history and examination plus mobilization and manipulation techniques. Topics to be covered include:

• Review of the history of musculoskeletal/physical medicine and basic anatomy
• Diagnostic approach to musculoskeletal/physical medicine
• Mobilization and manipulation in general
• Mobilization and manipulation of the spine
• Mobilization and manipulation of the limbs
• Mobilization and manipulation of sports and work related injury
• Preventive aspects of musculoskeletal/physical medicine
• Writing medical reports
• Clinical sessions

Emphasis on benefits of exercise including factors that enhance performance. The basics of sports injuries and their management will be included. Topics to be covered include:

• History and sociology of exercise/sports
• Exercise physiology
• Nutrition and sports performance
• Exercise psychology and promotion of exercise
• Exercise prescription in prevention and treatment of disease
• Sports medicine – contact sport
• Sports medicine – non contact sport
• Sports medicine - in children

Recommended Reading

Brucker, P, Clinical sports medicine, M Cawh-Hill, Sydney, 2000
Burke, L, Eggrins, M, A winning diet for sport, Australian Sports Commission, Belconnen, 2002
Fricker, PA & Fitch, KD, Textbook of science and medicine in sport, Blackwell Scientific Publications, Melbourne, 1992
Harris, N, The sports health handbook, World’s Work, Tadworth, 1989
Maffetone, P, Complementary Sports Medicine, Human Kinetics, 1999
Murtagh, J., Back pain, Pitman, Melbourne, 1986
Rakei, D, Integrative Medicine, Saunders, 2003
Yuan, C & Breckle, DJ, Textbook of complementary and alternative medicine, Parthenon, Boca Raton, 2003

Students are also given extensive lecture notes relevant journal articles, and up-to-date literature at the start of each class.
HIM403  Introduction to Acupuncture

12.5 Credit Points  · 1 Semester  · 5 Hours per Week  · Hawthorn; Online; Distance Education  · Prerequisite: Nil  · Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  · Assessment: Written examination (50%), Case study (30%), Assignment (20%)

A subject in the Graduate Certificate and Graduate Diploma in Integrative Medicine.

Aims & Objectives
Principles of acupuncture and introduction to its clinical application. Note: this subject is introductory in nature and is not intended to give full competence in the area.

Content
The following topics will be presented:

**Traditional Chinese Medicine Theory**
- Review energetics of man & universe
- Five elements and correspondences
- Organ Theory

**QIGONG Acupuncture Theory**
- The Meridians
- Two Acupuncture Points (nature and location
- The Rules of Acupuncture treatment

**Practical Acupuncture**
- Suitable conditions
- Contra-indications to acupuncture treatment. Stimulation of points by needle and laser (Demonstration and practice)
- Acupuncture in General practice
- Certified acupuncture training
- Simple needling for some acute problems (Demo and practice)
- Qi healing and intentional healing
- Technology and research in acupuncture
- General review and discussions

**Recommended Reading**
- Birch, S, Understanding acupuncture, Churchill Livingston, New York, 1999
- Davis, M E, Introduction to Western acupuncture, Lansdowne, Melbourne, 1976
- Filshie, J & White, A, Medical acupuncture: A Western scientific approach, Churchill Livingston, Sydney, 1998
- Chan-Su Yuan & Bieber, EJ (eds), Textbook of complementary and alternative medicine, Parthenon, Boca Raton, 2003
- Spinella, M, The psychopharmacology of herbal medicine: plant drugs that alter mind, brain, and behaviour, MIT, Cambridge, 2001

Students are also given extensive lecture notes relevant journal articles, and up-to-date literature at the start of each class.

HIM502  Introduction to Mind/Body Medicine

25 Credit Points  · 1 Semester  · 5 Hours per Week  · Hawthorn; Online; Distance Education  · Prerequisite: Nil  · Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  · Assessment: Written examination (50%), Case study (30%), Assignment (20%)

A subject in the Graduate Certificate and Graduate Diploma in Integrative Medicine.

Aims & Objectives
Emphasis will be on the importance of the brain and how it conducts the body mechanisms.
- To demonstrate the role of the mind in disease mechanisms.
- Introduction to relaxation techniques.

It should be noted that this subject is introductory in nature and is not intended to give full competence in the area.

Content
The topics to be covered include:
- General introduction to Herbal medicine
- Neuro-vascular problems
- Behavioural problems
- GIT and liver
- Skin, Musco-skeletal
- Urological incl. Prostate
- Gynaecological problems
- Respiratory problems
- Cardiovascular
- Ayurvedic herbal
- Chinese herbal
- Endocrine: thyroid, diabetes
- Gynaecological and other common clinical problems
- Role of herbal therapies in the prevention of disease
- Role of herbal therapies in the treatment of disease

**Recommended Reading**
- Australian journal of medical herbalism (electronic resource), National Herbalists Association of Australia, Kingsgrove, 1989
- Ebadi, M, Pharmacodynamic basis of herbal medicine, CRC, Boca Raton, 2002
- Grieve, M, Modern Herbal: The Medicinal, Culinary, Cosmetic and Economic Properties, Cultivation and folklore of herbs, Grasses, fungi, shrubs and trees with all their modern scientific uses, Pengui, Hammondsorth, 1980
- Rotblatt, M, Evidence-based herbal medicine, Hanley & Belfus, Philadelphia, 2002
- Spinella, M, The psychopharmacology of herbal medicine: plant drugs that alter mind, brain, and behaviour, MIT, Cambridge, 2001

Students are also given extensive lecture notes relevant journal articles, and up-to-date literature at the start of each class.

HIM501  Introduction to Herbal Medicine

25 Credit Points  · 1 Semester  · 5 Hours per Week  · Hawthorn; Online; Distance Education  · Prerequisite: Nil  · Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  · Assessment: Written examination (50%), Case study (30%), Assignment (20%)

A subject in the Graduate Certificate and Graduate Diploma in Integrative Medicine.

Aims & Objectives
This subject introduces participants to the principles of herbal medicine and their role in the treatment of specific disease.
Aims & Objectives

To install in students the confidence to use information technology and give a broad understanding of information systems in the business environment.

To provide students with opportunities to acquire computer skills that will be of benefit to them in other discipline subjects, and in their later careers.

To give students basic programming knowledge that can be utilised in a number of different programming environments and languages and advanced computing subjects.

Content

Theory of information systems, as used by business and organisations.

An overview of modern business computing: management needs and information technology solutions.

Introduction to the basic concepts involved in computer hardware, computer software, data communications.

Introduction to concepts and skills involved in the use of spreadsheets, databases and the Internet.

Introduction to object-oriented programming approach, including sequence, selection, iteration, procedures, functions, repetition and arrays.

Textbooks


Recommended Reading


References


Content
- Introduction to the World Wide Web: definition, history and fundamental concepts.
- HTML: document structure, images, links, maps, tables, frames, forms.
- Protocols and server technology: HTTP, TCP/IP, MIME, URIs, CGI, server technology.
- JavaScript: syntax, DOM, forms processing, common tasks.
- Style sheets: fundamentals, CSS formatting, CSS positioning, standards.
- XHTML: dynamic techniques, proprietary techniques, data-aware documents.
- Web design and usability: principles of navigation, usability, style guides, standards.
- Introduction to XML: syntax, DTDs, XSL, XHTML.
- Multimedia: audio, video, animation, multimedia server and protocol technology.
- Web development tools: editors, site management tools.

Textbook

References
Stein, L., How to Set up and Maintain a Web Site, 2nd edn, Addison-Wesley, 1997.

HIT6006 Business Computing
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: Nil
Teaching methods: Lecture, Tutorial, Laboratory (1 Hr per Week Each)
Assessment: Assignment, Examination, Text, Presentation
A subject in the Graduate Diploma in Information Technology.

Aims & Objectives
- To develop students’ understanding of how information technology is used to solve business problems.
- To understand how the different types of information systems are used within an organisation.
- To see how information technology may be used for competitive advantage within an organisation.
- To extend students’ problem-solving skills with user tools software, particularly Excel.

Content
- Electronic Commerce.
- Information Systems, with an emphasis on Decision Support Systems.
- Problem-Solving.
- Using IT for Competitive Advantage.
- Systems Development, with an emphasis on end-user computing.
- Human Computer Interaction.
- Security.
- Advanced Excel.

Reading Materials

HIT6016 Database 1
12.5 Credit Points • 1 Semester • 46 Hours • Hawthorn • Prerequisite: Nil
Teaching methods: Lectures, Laboratories, Tutorials • Assessment: Assignments, Examinations
A subject in the Graduate Diploma in Information Technology.

Aims & Objectives
- To provide a solid theoretical foundation to the fundamentals of database design and database systems development.
- To provide sufficient practical exposure to designing and using database so as to equip students for basic database tasks in industry and government.
- To provide students with experience in the analysis, design and generation of a simple inquiry and update system, using ORACLE.
- To provide an understanding of the problem in its context, the need for adequate documentation of the system and management of this data to ensure that the information produced is relevant, accurate and maintainable. Students will use conceptual data analysis methods to produce a logical data model.

Content
- Information in the Organisation.
- The Relational Data Model.
- Structured Query Language (SQL).
- Functional Dependency Diagrams.
- Entity Relationship Analysis.
- Client Server Database Technologies.
- Normalisation of Data.
- DBMS Terminology and Concepts.
- Data Integrity.

Reading Materials

HIT6024 Introduction to Human-Computer Interaction
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
Teaching methods: Lecture, Laboratory • Assessment: Assignments, Examination
A subject in the Graduate Diploma in Information Technology.

Aims & Objectives
By the end of the subject, students will be able to:
- Characterise the basic components of human-computer interaction.
- Demonstrate a knowledge and understanding of a user-centred approach to interface design.
- Select, design and conduct appropriate and ethical evaluation protocols and critically evaluate the results.
- Produce written reports in a standard format and effectively present information in an oral presentation.

Content
- The nature of HCI.
- Models of human behaviour: attention, memory, perception, communication and thinking.
- User-centred principles in the software development process.
- User needs and task analysis techniques.
- Conceptual design and metaphors.
- Physical design principles, design guidelines and rules.
- Prototyping techniques.
- Input/output devices and dialogue techniques.
- Principles of human-centred software evaluation.
- Coherence, contextual and participatory design.
- Evaluation without users: heuristic evaluations, walkthroughs, automated critiques and predictive models (GOMS, Keystoke Level M model).
- Evaluation with users: usability testing, interviews, questionnaires, ethics of user testing.
- Experimental design and data analysis.

Reading Materials
HIT6031  Software Engineering

12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: HIT5051
Teaching methods: Lectures (2 Hours per Week), Tutorials (1 Hour per Week) • Assessment: Assignments, Group Work, Presentations, Examinations
A core subject in the Graduate Diploma in Information Technology.

Aims & Objectives
• To introduce the basic problems encountered in the development of software in a small team environment.
• To examine some of the current techniques and tools which are used by industry to address the above problems, including project management.
• To allow students to experience the preparation of systems development documentation, working as members of small (2–4 person) teams using an object-oriented development perspective.

Content
• What is software engineering?
• The software development lifecycle.
• Techniques for requirements elicitation.
• Software design as an incremental, iterative process.
• Software defect management, including defect identification and fault detection.
• Software project management.
• Software validation and verification.

Reading Materials

HIT6052  Software Development 2G

12.5 Credit Points • 1 Semester • 48 Hours • Hawthorn • Prerequisite: HIT5051
Teaching methods: Lecture (2 Hours per Week), Laboratory/Tutorial (2 Hours per Week) • Assessment: Assignments, Examinations
A core subject in the Graduate Diploma in Information Technology.

Aims & Objectives
• To extend and strengthen basic concepts of object-oriented design.
• To continue and extend object-oriented programming using Java.
• To study GUI development using Java.
• The event-driven programming paradigm.

Content
• Intermediate programming.
• The dynamic model.
• Java language and Java system.
• Graphical User Interface programming in Java.
• Exceptions.
• Files and streams.
• Design principles and an introduction to patterns.
• Data structures and algorithms; collections.

Reading Materials

HIT6092  Advanced Web Technologies

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HIT5091/HIT7037 and (HIT5051 or HIT5012)
Teaching methods: Lecture (2 Hrs per Week), Laboratory (3 Hr per Week) • Assessment: Assignment 1: 10%, Assignment 2: 20%, Examination (2 Hours): 70%
A subject in the Graduate Diploma in Information Technology.

Aims & Objectives
To introduce the technologies, concepts and techniques associated with the development of complex interactive Web-based applications.

Content
• Web Servers: IIS, PRO.
• Active Server Pages (ASP): programming ASP, database connectivity, eCommerce concepts.
• Introduction to CGI Programming/Perl.
• Introduction to PHP.

Textbook

Course Notes

References
W. Llo, et al., Teach Yourself ASP in 24 Hours, SAM 5, 1999.

HIT6110  Programming in VB .NET

12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: HIT5012 or HIT7037 or HIT6052/HIT6752
Teaching methods: Lecture, Laboratory • Assessment: Labs, Test, Assignments, Examinations
A subject in the Graduate Diploma in Information Technology.

Aims & Objectives
On completion of this subject, the student will be able to:
• Create solutions using Visual Studio .NET
• Create DLL and EXE projects in Visual Studio .NET
• Use the .NET framework class library
• Use the MSDN library to understand how to use standard .NET components
• Develop Windows forms
• Work with class libraries
• Develop complex programs including the use of: modules, classes, events, inheritance, interfaces, abstract classes

Content
• Introduction to Visual Basic .NET syntax
• Detailed examination of object-oriented programming
• Console application development
• Windows application development
• Introduction to object modelling
• Introduction to working with classes and objects

Reading Materials

HIT6120  Data Communications and Security

12.5 Credit Points • 1 Semester • 48 Hours • Hawthorn • Prerequisite: HIT5051
Corequisites: HIT5051/HIT7037
Teaching methods: Lectures (2 Hrs per Week), Laboratory (2 Hrs per Week) • Assessment: Assignments, Examinations
A subject in the Graduate Diploma in Information Technology.

Aims & Objectives
• To introduce the fundamental concepts and components involved in data communications.
• To develop an understanding of communication protocols and computer networks.
Aims & Objectives

1. Understand the theoretical knowledge of database management systems so that they can work productively on projects involving online database applications.
2. Extend and strengthen basic concepts of Structured and Object-Oriented systems development paradigms.
3. Consolidate existing knowledge and skills through the design and implementation of programming solutions for problems in a business context.
4. To equip the student with the necessary knowledge, skills, models and techniques to model business problems in both the Structured and Object-Oriented systems development paradigms.
5. To concentrate on the front-end phases and activities of the Systems Development Life Cycle (SDLC).

Content

- SQL and Oracle's PL/SQL language
- DBMS terminology and concepts.
- Data integrity
- Database triggers
- Transaction management, concurrency and recovery.
- Building online transaction systems using forms and triggers.

Reading Materials


**HIT7037 Programming in Java**

12.5 Credit Points • 1 Semester • 48 Hours • Hawthorn • Prerequisite: A university level programming subject • Teaching methods: Lectures (2 Hours per Week), Laboratories (2 Hours per Week) • Assessment: Assignments, Examination

A subject in the Graduate Diploma of Information Technology and Master of Information Technology.

Aims & Objectives

To master the fundamentals of Java.

Content

- Introduction and comparison to C/C++
- Java language
- Exceptions, streams and IO
- Applets and applications
- Events, event handling and AWT/Swing.
- Graphics, and images/animation/ multimedia.

Reading Materials


**HIT7049 Systems Analysis & Modelling**

12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: HIT6016/HIT6716 and (HIT5012 or HIT6031) • Teaching methods: Lectures, Tutorials • Assessment: Assignments, Examinations

A subject in the Graduate Diploma of Information Technology.

Aims & Objectives

- To equip the student with the necessary knowledge, skills, models and techniques to model business problems in both the Structured and Object-Oriented systems development paradigms.
- To concentrate on the front-end phases and activities of the Systems Development Life Cycle (SDLC).

Content

- Understanding a problem in its business context.
- Introduction to project management tools and techniques relevant for a systems analyst.
- SDLC models.
- Approaches to systems development.
- Investigating systems requirements.
- Structured and Object-Oriented modelling techniques to model various perspectives of the system.
- Object-Oriented Paradigm: UML, class analysis, diagram, use-case diagram, sequence diagram.

Reading Materials

**HIT7072 C++ for Programmers**

12 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: A university-level programming subject • Teaching methods: Lectures (2 Hrs per Session), Laboratory (1 Hr per Session) • Assessment: Lab Test, Assignment, Examination

A subject in the Graduate Diploma of Information Technology and Master of Information Technology.

**Aims & Objectives**
- To introduce the fundamentals of C++ programming.
- To present the defensive programming style required by the C/C++ programming language.
- To explore the facilities offered by C++ for object-oriented programming.

**Content**
- Introduction to C++ programming as a hybrid programming language: structure of C++ programs, compilation process.
- Data types: control structures, functions, scoping.
- Composite data types, pointers, references.
- C strings, C++ strings, namespace, uses of ‘const’.
- Classes and data abstraction: separating interface and implementation.
- Inheritance, abstract classes, multiple inheritance.
- Friend functions and friend classes, operator overloading.
- Static class members.
- Polymorphism and late binding.
- C++ type conversion, RTTI.
- Exception handling.
- Function templates and class templates, container classes, vectors.
- The STL.

**Reading Materials**

**HIT7084 E-Commerce: A Business Perspective**

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Lecture (2 Hours per Week), Tutorial (1 Hour per Week) • Assessment: Assignments, Examination

A subject in the Graduate Diploma in Information Technology.

**Aims & Objectives**
This subject covers the key organisational and societal issues relating to electronic commerce by examining the strategic, organisational, business, managerial and technical issues and implications of electronic commerce on the market place and its effects on the nature of business. It aims to raise awareness of the major security, legal and ethical issues affecting consumers and providers.

**Content**
- Introduction to eCommerce Terminology.
- eCommerce Communication Infrastructure.
- Business Models of eCommerce.
- Inter-Organisational Systems and EDI.
- EDI and its Implications.
- Supply Chain Management and its Implications.
- Electronic Service Delivery.
- Internet Commerce and eBusiness.
- Marketing and eCommerce.
- Security Issues of eCommerce.
- Legal, Ethical and Audit issues of eCommerce.
- Future Trends of eCommerce.

**Reading Materials**

**HIT7110 Component Based Development .NET**

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HIT6110 or as corequisite • Corequisites: HIT7110 • Teaching methods: Lectures, Tutorials, Laboratory • Assessment: Assessments, Examination

A subject in the Graduate Diploma in Information Technology.

**Aims & Objectives**
- To develop an understanding of the component-based approach to information systems development.
- To develop knowledge of relevant software engineering principles and practices.
- To provide students with the opportunity to create and use some simple components.

**Content**
- Definitions of components and component-based development, technical and economic perspectives.
- Component-based development using the Microsoft .NET framework and Visual Basic .NET.
- Software engineering principles and practices for CBD; relationship to other software development approaches, including structured methods and object-orientation.
- Component environments, standards and libraries, use of a component library.
- Methodologies and tools for component-based development, component assembly, component modelling, component design, component implementation and deployment.

**References**

**HIT7136 Information Technology: A Critical Review**

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HIT6136 or as corequisite • Corequisites: HIT6136 • Teaching methods: Class combining lecture and discussion 3 hours per week. The teaching and assessment methods seek to develop self-directed learning (the ability to study and learn independently) and reflective thinking skills (a critical approach to literature on the subject). • Assessment: Individual Report. Several milestones towards Production of the Final Report are also Assessed.

A subject in the Graduate Diploma in Information Technology and Master of Information Systems and Master of Information Systems/Master of Business Administration.

**Aims & Objectives**
Characterise and recognise the information requirements of business and organisations and the methods by which the information systems may be obtained and managed. Critically evaluate the competing claims of the proponents of the products, services and methods and the rationale that support these claims. Identify a range of IS development and acquisition methods (ISDMs) and place these in an historical context. Discuss the main methods currently in use, and the often contentious technical, managerial and social issues associated with them. Evaluate the methods that may be appropriate in particular organisational and social contexts. Justify the need for careful analysis, risk assessment and control procedures suitable for different system development approaches. Discuss current trends and critically assess competing claims about future directions in information systems strategies.

**Content**
Information system development: an organisational context. Information systems: establishing the framework. Life cycle variations and managing IT development. Information Systems Development Methodologies (ISDM). Professional versus end-user developed information systems Assuring IS Quality and minimizing risk. Strategic alignment of IT. Personal, corporate, national and international.
responsibility for IT. The skill of recognizing and evaluating conflicting claims regarding any or all of the previously mentioned topics.

Reading Materials
A more reflective approach is found in the following text:
Students will be expected to utilise a wide range of material available (e.g. books, journal papers, articles). A range of suitable references will be placed on counter reserve. A list of these references will be provided separately.
The following texts provide a good introduction:

HIT7149 Analysis, Modelling and Design
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: HIT6016 and (HIT5012 or HIT5751) • Teaching methods: Lectures (2 hrs per week), Tutorial (1 hr per week) • Assessment: Assignments, Examinations
A subject in the Graduate Diploma in Information Technology.
Aims & Objectives
By the end of this subject, the student should be able to:
• Understand the business context of a software system.
• Understand the importance of change processes and their relationship to the software development process.
• Understand the relationships between a system and its models.
• Use a range of modelling languages to represent business systems, business processes and software systems.
• Compare and evaluate modelling languages.
Content
Business Analysis
• Defining business information requirements
• Change, environments, risk, feasibility
Modelling Paradigms
• Structured analysis
• Information modelling
• Others, such as Jackson System Development
• Comparison with OO
• Progressing to design
High-Level Design
• Architectures, including Distributed and N-tier
Evaluating Alternative Solutions
• Components and frameworks, COTS, Build vs Buy
Reading Materials

HIT7185 Data Communications and Networks
12.5 Credit Points • 1 Semester • 3 Hours Per Week • Hawthorn • Prerequisite: Nil • Teaching methods: Lectures, Tutorials • Assessment: Assignments, Examinations
A subject in the Graduate Diploma in Information Technology.
Aims & Objectives
To provide the student with an insight into the basic elements of data communication and relate this to their wider use in the information technology environment, including networking, information security and electronic commerce applications. It also examines the growing pressure to provide an integrated approach to all information systems to provide a flexible, simple and effective method of information management utilising the Internet's infrastructure.

Content
• Role of information systems, electronic commerce and data communications in contemporary business practice.
• Principles of data communications.
• Examination of the current data communication standards.
• Local area networks.
• Internet working with an emphasis on devices and technology.
• Wide area networks.
• Client-server architecture.
• Web-based systems and applications.
• Information security at all layers of the TCP/IP model.
• Current information systems planning and development.
• Management issues.
• Current trends.

References

HIT8003 Business Analysis
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: Nil (MIS subject only) • Teaching methods: Lectures, Group Work, Tutorials • Assessment: Individual Assignments, Group Work and Individual Report, Presentations, Class Contribution
A subject in the Master of Information Systems and the Master of Information Systems/Master of Business Administration
Aims & Objectives
• Understand business analysis as the means of identifying, clarifying and defining business information requirements.
• Use business analysis as the basis for constructing, implementing and assessing business information systems.
Content
• History, position, scope and objectives.
• Business analysis and the systems development life cycle (SDLC).
• Tools, techniques and skills for business analysis: communication, recording, assessment.
• Business analysis and the business: change, environments, specialist knowledge and skills.
• Establishing the needs: products, uses, expectations - the effect of methodologies.
• Business analysis as a human activity: the business analysis profile, relationships, project management, sourcing business analysis.
Reading Materials
**HIT8012Current Issues in Information Systems**

12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: Requires 4 years of relevant IT work experience and approval of the Master of Information Systems Program Manager • Teaching methods: Lectures, Group Work • Assessment: Assignments, Group Work Presentations, Examination

A subject in the Master of Information Systems and Master of Information Systems/Master of Business Administration

**Aims & Objectives**

- Encourage students to critically appraise state of the art developments and evaluate them for relevance to their own environment.
- Communicate recent systems trends and their impact of business and management.
- Provide an awareness of the anticipated directions within the computer industry.

**Content**

The content of the subject varies over time to address contemporary issues in the IS field. Recent topics include:

- Intranet and extranet implementation.
- Managing the delivery of IT services by external vendors, e.g. ERP, outsourcing.
- Regulation of Internet content.
- Information systems support for knowledge management.

**Reading Materials**

Reading list available prior to semester beginning.

**HIT8018Database 3**

12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: HIT7017 • Teaching methods: Lecture (2 Hours per Week), Laboratory (1 Hour per Week) • Assessment: Assignments, Examination

A subject in the Master of Information Technology.

**Aims & Objectives**

To build upon the concepts and skills gained in Database 2, by examining database design, implementation and performance issues in both local and distributed client-server environments.

**Content**

- Programming using embedded SQL cursors.
- Physical design issues.
- The use of database and transaction analysis and optimiser plan information to check/improve performance.
- The effective use of views to achieve data independence.
- Design and implementation of distributed systems.
- Object-oriented and object-relational systems.

**Reading Materials**


**HIT8023Human Computer Interaction**

12.5 Credit Points • 1 Semester • 40 Hours • Hawthorn • Prerequisite: Nil. Preclusion HIT6024/6724 • Teaching methods: Lectures (2 Hours per Week over 1 Semester) plus 2 Full-Day Workshops • Assessment: Assignments, Class Presentations, Examinations

A subject in the Master of Information Technology.

**Aims & Objectives**

- To appreciate the need for, and the role and characteristics of, human-computer interaction.
- To acquire and demonstrate competency in the major methodological phases of user interface design.
- To acquire hands-on experience with usability engineering and usability evaluation, including conducting an evaluation in the SCHIL Usability Laboratory.
- To appreciate the role and nature of behavioural and social science models in HCI.

**Content**

- Definition and motivation for HCI.
- Usability evaluation, experimental design and the statistical analysis of usability data.
- Task analysis (HTA, TSA, KAT).
- Interaction models and participatory design.
- Dialogue styles and interaction devices.
- Basic cognitive psychology models (e.g. GOMS, Approximate Theory of Action, TAG).

**Textbook**


**References**


**HIT8032Information Systems Management**

12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: Requires 4 years relevant IT work experience & approval from MIS program manager • Teaching methods: Lectures, Group Work • Assessment: Assignments, Group Work, Presentations, Open Case Study

A subject in the Master of Information Systems and the Master of Information Systems/Master of Business Administration

**Aims & Objectives**

- Understand the functions of IS departments and the responsibilities of IS managers.
- Understand the relationship between corporate and IS strategic planning.
- Outline and critically evaluate some of the operational issues confronting IS management.
- Understand the challenges awaiting IS managers over the next 2–3 years.

**Content**

This is an introductory Masters-level subject for student with a background in information technology. The content establishes a framework for more detailed study and analysis of specific topics relevant to the management of information systems and technologies. Topics include:

- Role of information systems (IS) and IS management in an organisation.
- Organisation of the IS function.
- Improving the management of information systems.
- IS planning.
- Investing in information systems.
- Law and contracts for IS managers.
- Negotiations.
- IS governance.
- IS leadership and staffing.

**Reading Materials**

Reading list available prior to commencement of semester.

**HIT8033Information Systems Development Project**

25 Credit Points • 1 Semester • 48 Hours • Hawthorn • Prerequisite: (HIT7017 or equivalent) and (HIT6049 or HIT7049 or HIT6031) • Teaching methods: Lectures, Supervised Laboratories, with Tutorials as Required • Assessment: Reports

A subject in the Master of Information Technology.

**Aims & Objectives**

This subject aims:

- To offer students the opportunity to investigate the capabilities of modern database products.
- To investigate and apply suitable design methods.
Content
- Object-oriented and object-relational database management systems.
- Object-oriented analysis and design methods.
- Information-oriented design methods.

Reading Materials


HIT8041  Advanced Web Development

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn
Prerequisite: A university level software engineering subject and C++ or Java programming experience
Teaching methods: Lectures, Laboratory
Assessment: Assignments, Examinations

A subject in the Master of Information Technology program.

Aims & Objectives
This subject provides an introduction into the technologies, concepts and techniques associated with the development of World Wide Web systems.

Content
- Introduction to the World Wide Web: definition, history and fundamental concepts.
- HTML: document structure, images, links, image maps, tables, frames.
- Protocols and server technology: HTTP, SMTP, URLS.
- Javascript: syntax, DOM, forms processing, common tasks.
- Style sheets: CSS formatting, CSS positioning.
- DHTML: dynamic techniques.
- Web design and usability: principles of navigation, usability, style guides.
- CGI programming: CGI concepts, forms, programming with Perl.
- XML: syntax, DTDs, XSL.
- ASP and VB Script: fundamental purpose and operation.

Textbook

References
One way of improving software productivity and quality is by using software tools. Unfortunately studies have shown that in most cases the acquired software tools are either not used or only partly used. Therefore in this course we shall examine a mix of fundamentals (software engineering activities and tools) and practical hands-on knowledge on software tools. A combination of tools breadth and depth approach will be used covering in depth most important tools for testing and hands-on knowledge on software tools. A combination of tools breadth and depth are either not used or only partly used. Therefore in this course we shall examine a mix of fundamentals (software engineering activities and tools) and practical hands-on knowledge on software tools. A combination of tools breadth and depth approach will be used covering in depth most important tools for testing and hands-on knowledge on software tools. A combination of tools breadth and depth approach will be used covering in depth most important tools for testing and

**Software Process Models and Software Cycles & Tools**

**Reading Materials**


**HIT8067 Minor Thesis**

50 Credit Points • 2 Semesters • 4 Hours per Week • Hawthorn • Prerequisite: Requires approval of Program Manager • Teaching methods: Supervised Reading, Field Work and Individual Consultation as Required • Assessment: Written Report, Reports  

A subject in the Master of Information Technology.

**Aims & Objectives**

To provide an opportunity for students to develop analytical, research and report-writing skills while exploring a topic in depth.

**Content**

Students will work on an approved project under staff supervision. Projects will require a literature survey and a theoretical or experimental investigation. A preliminary proposal of the project to be undertaken must be submitted for approval by the Program Manager and it is expected that topics will be related to the current research interests of staff.

There will be a requirement for formal monthly reporting by the candidates, both oral and written throughout the project. Failure to meet satisfactory standards of progress may preclude final submission for the Masters degree. Students will present their research results to staff and students in a school seminar or equivalent. The thesis will be examined by at least two examiners.

**Reading Materials**

There is no prescribed text. Students will be directed to appropriate books and journal articles.

**HIT8069 Research Paper**

12.5 Credit Points • 1 Semester • 48 Hours • Hawthorn • Prerequisite: Requires approval of Program Manager • Teaching methods: Supervised Reading, Field Work and Individual Consultation as Required • Assessment: Written Report  

A subject in the Master of Information Technology.

**Aims & Objectives**

To provide a flexible program of study which allows the student to undertake a special project. This would require research into a topic that is relevant to the course but alternative to the prescribed subjects in Stage 2.

**Content**

Students will prepare a 5,000-word article on a topic chosen in consultation with staff. Articles will generally take the form of a comprehensive literature review of a topic of contemporary interest.

**Reading Materials**

There is no prescribed text. Students will be directed to appropriate books and journal articles.

**HIT8070 Research Report**

25 Credit Points • 2 Semesters • 48 Hours per Semester • Hawthorn • Prerequisite: Requires approval of Program Manager • Assessment: Written Report  

A subject in the Master of Information Technology.

**Aims & Objectives**

To provide a flexible program of study which allows the student to undertake a special project. This would require research into a topic that is relevant to the course but alternative to the prescribed subjects in Stage 2.

**Content**

Students to prepare an article of around 8,000 words on a topic chosen in consultation with staff. Generally the paper will take the form of a comprehensive literature review of a topic of contemporary interest.

**Reading Materials**

There is no prescribed text. Students will be directed to appropriate books and journal articles.
**HIT8077 Introduction to ERP Systems**

12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: HIT6016 and HIT5012 • Teaching methods: Lectures (2 hrs per week), Tutorials (1 hr per week) • Assessment: Assignments, Examinations

A subject in the Master of Information Technology, Master of Technology, Master of Science (Computing) and Master of Science (Computing) (Honours).

**Aims & Objectives**

On completion of this subject students will understand the strategic, organisational, business and managerial implications of ERP systems. Students will understand the impact ERP systems have on both their organisation and industry in which they compete. This will allow a student to:

- Understand the organisational issues in integrating ERP into an organisation.
- Understand the current industry usage of ERP and the advantages and disadvantages of these types of implementations; and
- Understand the current software vendor implementations and the current products that they offer.

**Content**

- Introduction to ERP Systems
- Introduction to Business Processes
- Planning ERP System Implementation
- Specifying the Requirements of an ERP System
- Legacy Information Systems of the Organisation
- Business Process Reengineering and Work Flow Automation
- Integrating ERP Systems
- Customisation of ERP Systems
- Configuration of ERP Systems
- Managing and Maintaining ERP Systems
- Evaluating ERP Systems
- Future Trends of ERP Systems

**Reading Materials**


Students will be expected to utilise a wide range of material available (eg books, journal papers, articles).

**HIT8078 Knowledge Management**

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: At least 25 cp of Level 3 subjects • Teaching methods: Lecture (1 hour per week), Tutorial/discussion sessions (2 hours per week) • Assessment: Assignments, Examinations

A subject in the Master of Information Technology, Master of Science (Computing) (Honours), and Master of Technology (Information Technology).

**Aims & Objectives**

By the end of the subject, you will be able to:

- Describe the nature of knowledge and the way in which it is created
- Describe a set of knowledge management (KM) processes
- Identify and describe the main 3 strands of opinion on the nature and scope of knowledge management (KM)
- Describe some recent examples of the application of KM principles and the degree to which successful outcomes were achieved;
- Describe ways in which Computer-based information systems may facilitate KM practice and the critical importance of this contribution
- Apply principles learnt to personal and group knowledge management.

**Content**

- The nature of knowledge, knowledge creation and KM processes
- The socio-technical context of KM; i.e. social, technical and business-oriented views of KM
- Kinds of knowledge and their interaction
- The organizational context of KM
- Guidelines for undertaking personal and (to some extent) group knowledge management
- The contribution of IT to KM practice
- Review of some published case studies

**Textbook**

To be advised

**References**

A number of relevant journals are available in electronic form via the Swinburne library home page. These include:

- Communications of the ACM
- Decision Sciences
- KM review
- Harvard Business Review
- Information Systems Management
- Sloan Management Review

**HIT8087 Advanced Java**

12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: 75% mark or greater in either HIT7013 or HIT7037 or HIT6052/HIT6752 • Teaching methods: Lectures, Laboratory • Assessment: Assignments, Examinations

A subject in the Master of Information Technology.

**Aims & Objectives**

To develop skills in advanced Java programming, including the use of Java Foundation Classes and writing Java Beans.

**Content**

- The Swing API.
- Specialised dialogs: J Color Choose, J File Chooser, J Option Pane, etc.
- M odel-based components: J Tree, J Table etc.
- Image display.
- Threads.
- Serialisation.
- J ava Beans.
- Introduction to RMI.

**Reading Materials**


**HIT8088 Electronic Commerce Management**

12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Requires 4 years relevant IT work experience & approval from MIS program manager • Teaching methods: Lectures, Group Work • Assessment: Assignments, Group Work, Presentations

A subject in the Masters of Information Systems and Master of Information Systems/Master of Business Administration

**Aims & Objectives**

This subject exposes students to the contemporary managerial thought associated with the electronic commerce (EC) phenomenon currently sweeping through the global economy. The subject introduces contemporary management philosophies as they have come to be used for the marketing, selling, and distribution of goods and services through the Internet, World Wide Web and other electronic media. Issues will be examined from the perspective of business management.

**Content**

- Overview of EC infrastructure.
- Theoretical Foundations for EC.
- Competitive Properties of the Internet.
- Business Strategy in an Electronic Age.
- Formulating & Implementing an EC Strategy.
- Aspects of EC in Australia.

**Reading Materials**

Available prior to semester commencement.
HiT8093  XML Technologies

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HIT7591/HiT7593 or HIT8041  Teaching methods: Lectures, Laboratory  Assessment: Assignments, Examination
A subject in the Master of Information Technology

Aims & Objectives
To introduce the Extensible Markup Language (XML) and its associated technologies in the development and usage of World Wide Web systems. The subject will have both a practical orientation, developing skills in XML programming and XML tool use, and a research orientation, developing thinking about issues in XML.

Content
- Introduction to XML: definition, history, fundamental concepts and benefits
- XML tools
- XML namespaces
- Document Type Definitions: XML parsers and validators
- XML schema
- Extensible stylesheet language
- XML path language
- Resource description framework and Dublin Core
- Xpointer and Xlink
- XSL formatting objects
- Research applications of XML

Textbook

References

HiT8096  .NET Architecture

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HIT7110 or HIT8197 or HIT7013 or 75% or greater in HIT6110  Teaching methods: Lectures, Laboratory  Assessment: Assignments, Examination
A subject in the Master of Information Technology

Aims & Objectives
- Describe the architectural design of .NET and the problems it is intended to solve.
- Explain the workings of major .NET features such as the common-language runtime, self-describing types and garbage collection.
- Use .NET software tools, including compilers, the assembly linker, the M S I L disassembler and debugging tools.

Content
- .NET as a component technology
- Structure of the .NET applications
- Common Language Runtime (CLR) and managed code
- CLR type system, .NET class libraries
- Programming languages, mixed language development
- .NET remoting, deployment, configuration files
- Metadata, self-describing types, reflection, dynamic type extension
- Security, type safety, permission objects
- Interoperation with COM and other platforms

References

HiT8098  Agile Development Project

12.5 Credit Points  1 Semester  36 Hours  Hawthorn  Prerequisite: A university level software engineering subject and a university level object-oriented programming subject  Teaching methods: Lectures, Laboratory  Assessment: Project
A subject in the Master of Information Technology

Aims & Objectives
To facilitate a pragmatic hands-on study by students of the selection and use of the agile software development methods.

Content
- Modules selected from a collection covering important issues in agile software development methods, such as:
  - Overview of Agile software development
  - Agile methodologies
  - Common techniques and practices
  - eXtreme programming

Reading Materials

HiT8109  Enterprise .NET

12.5 Credit Points  1 Semester  4 Hours per Week  Hawthorn  Prerequisite: HIT616 and HIT8197 or HIT7013 or 75% or greater mark in HIT6110  Teaching methods: Lectures, Laboratories  Assessment: Assignment, Examinations
A subject in the M aster of Information Technology.

Aims & Objectives
On completion of this subject the student will be able to:
- Develop distributed applications using Microsoft .NET and related technologies including AD O.NET, Enterprise Services, AS P.NET, Web Services, UDDI, M S M Q and Windows Services.
- Create manageable application using Microsoft .NET technologies and Microsoft's enterprise instrumentation framework.
- Understand security issues related to the development of distributed applications and be able to apply recommended practices to mitigate potential threats.

Content
- Overview of Visual Basic .NET, C# and the .NET framework.
- Developing layered applications.
- Deploying applications across tiers.
- Programming with ADO.NET
- Programming the user interface and user interface processes.
- Programming components within the business layer.
- Communicating across tiers.
- Developing secure .NET applications.
- Developing service applications and web services.

Reading Materials

HiT8112  Current Issues in Information Systems A

12.5 Credit Points  1 Semester  36 Hours  Hawthorn  Prerequisite: Completion of Stage 1 of the MInfTech or M Tech(IT Management), or equivalent, is normally required.  Teaching methods: Lectures, Group Work  Assessment: Assignments, Examinations, Group Work Presentations
A subject in the Master of Information Technology, Master of Technology, Master of Science (Computing) and Master of Science (Computing)(Honours).

Aims & Objectives
- Encourage students to critically appraise state of the art developments and evaluate them for relevance to their own environment.
- Communicate recent systems trends and their impact of business and management.
- Provide an awareness of the anticipated directions within the IT industry.

Content
The content of the subject varies over time to address contemporary issues in the IS field. Recent topics include:
- Intranet and extranet implementation.
Managing the delivery of IT services by external vendors e.g. outsourcing, offshoring.
- Regulation of Internet content.
- Information systems support for knowledge management.

Reading Materials
A selection of current journal articles will be distributed.

HIT8119 Enterprise Java
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HIT6016 and 75% or greater mark in HIT7037 or HIT6052/HIT7013 • Teaching methods: Lectures, Laboratories • Assessment: Assignments, Examinations
A subject in the Master of Information Technology.

Aims & Objectives
To understand and develop database and network software, using Java to examine Web-based databases.

Content
- Threads.
- Sockets.
- Swing.
- JDBC.
- RMI.
- Java IDL
- Client server development using Java.
- Security.
- Servlets.
- Enterprise Java Beans.
- Web database development using Java.

Textbook

HIT8121 Internet Security
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: A university level programming subject • Teaching methods: Lectures (2 Hours per Week), Laboratory (2 Hour per Week) • Assessment: Assignments, Examinations
A subject in the Master of Information Technology.

Aims & Objectives
To explore the technology and management of Internet security.

Content
- Overview: setting the context, review of concepts
- Security and networks: types of work connectivity
- Networks: a closer look. Important observation and analysis tools and how to use them
- How do servers work? Methods of communication
- Management issues: security models, case studies, risk assessment and management
- Firewalls and security: theory and practice, design and implementation
- Packet filtering and intrusion detection tools: design, testing, implementation and validation
- Web services and directory services
- Security and the programmer
- System security: tools and techniques from both sides of the fence
- Practical system security: toolkits and methodologies
- Course review: review of material, exploration of tools

Reading Materials
To be advised.

HIT8122 Engineering Distributed Software
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HIT7027 or equivalent) and HIT7072 or equivalent) • Teaching methods: Lectures, Laboratories • Assessment: Assignments, Examinations
A subject in the Master of Information Technology.

Aims & Objectives
To provide students with in-depth understanding of the concepts and characteristics of distributed software systems and their architectures; to equip students with the principles, techniques and ability to develop distributed software systems using key technologies.

Content
- Concepts and characteristics of distributed systems.
- Design issues for distributed software.
- Principles of middleware technologies (CORBA, Java/RMI, COM/.NET, M QSeries, etc).
- Language heterogeneity and interface definition.
- Middleware and data heterogeneity.
- Communication and synchronization.
- Service location (naming and trading).
- Service lifecycle.
- Persistence.
- Transaction.
- Security.

Textbook

Recommended Reading

HIT8126 Advanced Data Modelling
12.5 Credit Points • 1 Semester • 2 Hours per Week • Hawthorn • Prerequisite: HIT6016 and HIT7049 • Teaching methods: Lecture/Tutorial • Assessment: Assignments, Examination
A subject in the Master of Information Technology.

Aims & Objectives
To extend students’ knowledge and understanding of and competency in the modelling of data requirements in a business-oriented setting.

Content
- The aims of data modelling and its role in information systems development.
- The NIAM approach to developing a fact model.
- The underlying assumptions and limitations of NIAM.
- Development of a fact model diagram using the NIAM approach for a given business scenario.
- Conversion of a NIAM conceptual schema into relational logical schema.
- Conversion of NIAM fact models into equivalent entity relationship models.
- Optimizing a NIAM conceptual schema using appropriate schema transformations.
- Schema integration.

Reading Materials

HIT8127 Component Modelling and Design
12.5 Credit Points • 1 Semester • 2 Hours per Week • Hawthorn • Prerequisite: HIT6049 (sem 1 2004 only) or HIT7049 or HIT7013 or HIT8126 or HIT8142 or HIT7110 (2004 only) • Teaching methods: Lectures (2 Hrs per Week) • Assessment: Assignments, Examinations
A subject in the Master of Information Technology.
Aims & Objectives
- To study UML diagrams used for modelling component-based enterprise software systems.
- To investigate meta-modelling and its role in specifying the UML.
- To study a theory of models and modelling based on the theory of signs (semiotics).
- To apply modelling theory to some current issues in enterprise systems development.

Content
- Component modelling in UML 1.4 and UML 2.0.
- Representation of components throughout the software development lifecycle.
- Specification of the UML; meta-modelling; Meta Object Facility (M O F).
- Theory of signs (semiotics); the meaning triangle; meaning of a UML diagram.
- A theory of modelling; application to enterprise systems.
- Nature of the design activity; design with component reuse.
- Abstraction levels of modelling languages; Model Driven Architecture (M DA).
- Future of component modelling; scenarios for enterprise systems development; impact on modelling languages; scenario analysis; diffusion of technology.

Reading Materials

HIT8130 Information Systems Modelling Project
12.5 Credit Points • 1 Semester • 48 Hours • Hawthorn • Prerequisite: HIT6016 and HIT7049 • Teaching methods: Project Work, Lectures, Tutorials • Assessment: Report
A subject in the M aster of Information Technology.

Aims & Objectives
- To integrate, update and extend the student's knowledge of modelling notations and methods for analysing and specifying information systems.
- To provide practice in preparing and using models within the context of a simulated information systems redevelopment project.
- To encourage critical appraisal of the models in system development.

Content
- Review of object-orientation and the Unified Modelling Language.
- Software development processes, iterative, risk-driven process.
- Information system, system boundary, actors.
- Specifying system behaviour, use-cases, primary and secondary scenarios.
- Use case diagram; activity diagram; user interface, storyboarding.
- Developing test plans.
- Documenting the system, reviewing the specification.
- Project planning, estimating, specifying test cases.
- Evaluation.

Reading Materials

HIT8135 Information Technology Effectiveness A
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: Completion of Stage 1 of the M in Tech or M Tech JT M anagement) or equivalent is normally required. • Teaching methods: Lectures, Group Work • Assessment: Individual Assignment, Group Assignments, Examinations
A subject in the M aster of Information Technology, M aster of Technology, M aster of Science (Computing) and M aster of Science (Computing)Honours.

Aims & Objectives
The subject introduces students to the complexities and considerations associated with making effective investments in IT. Students are exposed to both financial and strategic perspectives in assessing the effectiveness of an organisational IT portfolio.

Content
- IT Effectiveness and its link to Business Value.
- The effectiveness of different classes of IT investment.
- Financial Management, including cash flow, capital expenditure analysis, cost allocation, charge out.
- Evaluation of IT investments and specifically IT infrastructure.

Reading Materials

HIT8140 Multimedia for WWW
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: HIT5091 / HIT7041 or HIT7044 • Teaching methods: Lectures (2 Hours per Week), Laboratory (1 Hour per Week) • Assessment: Assignments, Examinations
A subject in the M aster of Information Technology

Aims & Objectives
To introduce the technologies, concepts and techniques associated with the development of multimedia systems.

Content
- Introduction and review: definition, fundamental concepts, media types and application areas.
- Media types: text, graphics, images, audio, animation, video – digital representation, formats, standards, capturing hardware, processing software.
- Multimedia development methodology and approaches to developing multimedia.
- Compression: compression methods, binary image compression schemes, color, grey scale and still-image compression, video image compression audio compression.
- Multimedia hardware and software: components of a multimedia system, optical storage, input and output technologies, authoring software, processing software.
- Multimedia documents, databases and hypertext: hypermedia, SGML, HTML, OpenDoc, M HEG.
- Multimedia user interfaces and design fundamentals: specific design issues and approaches, navigation issues, user centred design and development.
- Multimedia communication systems: multimedia servers, high speed L A N s, distributed multimedia databases, video conferencing and collaborative work environments.
- Multimedia programming and scripting: programming languages for multimedia, multimedia scripting languages for authoring tools.
- Evaluation of multimedia systems: evaluation techniques and methods.
- Current research and future directions.

Reading Materials

HIT8142 Object Oriented Modelling
12.5 Credit Points • 1 Semester • 2 Hours per Week • Hawthorn • Prerequisite: HIT7049 or HIT6031 or university level object-oriented programming • Teaching methods: Lecture/Tutorial (2 hrs per week) • Assessment: Examination, Tests
A subject in the M aster of Information Technology.

Aims & Objectives
- List and illustrate the fundamental concepts of object orientation.
- List and describe the features and models available in the UML (Unified Modelling Language) for analysis and specification.
• Read, verify, and validate a given specification presented in UML.
• Discuss what qualities contribute to a good UML specification.
• Given a system requirements description, produce a specification using UML.
• Produce a rationale of the various design choices made in producing a system specification in UML.

Content
• Introduction to object-oriented concepts.
• Overview of the UML modelling language.
• Class diagrams.
• Use cases.
• Interaction diagrams.
• State diagrams.
• Modelling heuristics.

Reading Materials

HIT8156 Software Process Improvement
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: HIT8139, HIT8060 or similar university-level software engineering subject. • Teaching methods: Lectures/Guest Lectures by Industry Professionals/Workshops • Assessment: Assignments, Case Study, Research Paper
A subject in the Master of Information Technology.

Aims & Objectives
This subject aims to engage students in thinking through some of the major issues associated with the efficient and effective development of software-based systems. It addresses the following questions:
• What do we mean by a 'software development process'?
• How might we define the 'quality' of such a process?
• Can we relate the quality of a software development process clearly to the 'quality' of the system that is developed?
• How can we assess the quality of a software development process?
• How can we determine a framework for improving the quality of a software development process?
• How can such frameworks be implemented in practice, in organisations of varying sizes?

Content
• Various frameworks for software quality management and software process improvement will be studied, in particular ISO 9001, CMM, ISO 15504 and CMMI.
• Approaches to software process improvement suitable for larger organisations, and for SMEs, will be explored.
• Most software development organisations do not engage in SPI. The reasons for this will be examined.
• The literature on the economic benefits of SPI will be examined critically.
• The contrasts between the philosophy of quality management approaches to SPI and recent trends in software development exemplified by the new 'agile development methods' will be examined critically.

Reading Materials
Humphrey, W., Managing the Software Process, Addison-Wesley, 1989.

HIT8157 Large Scale System Design
12.5 Credit Points • 1 Semester • 36 Hours • Hawthorn • Prerequisite: An intermediate university level software engineering subject and object-oriented programming. • Teaching methods: Lectures/Tutorial/Workshop • Assessment: Assignments, Exam, Weekly Question Submission
A subject in the Master of Information Technology.

Aims & Objectives
To facilitate an in-depth study by students of a selection of current approaches and techniques for large-scale system design, with a special focus on requirements and software architecture.

Content
Modules selected from a collection, covering important issues in software engineering, such as:
• Requirements specifications.
• Validation of requirements.
• Requirements management.
• History and significance of architectures.
• Architectural styles and patterns.
• Architecture and frameworks.
• Architectural design.

Reading Materials
Robertson, S., Robertson, J., Mastering the Requirements Process, Addison-Wesley, 1999.

HIT8159 Software Quality Management
12.5 Credit Points • 1 Semester • 24 Hours • Hawthorn • Prerequisite: A university level software engineering subject. • Teaching methods: Class (2 Hours per Week) • Assessment: Assignments, Examinations
A subject in the Master of Information Technology.

Aims & Objectives
• To highlight concepts of software quality, especially in the domain of large-scale systems.
• To introduce the notion of disciplined software activities and their place in the improvement of software development practice.
• To suggest realistic techniques for analysing and improving the quality and robustness of a software system.

Content
The subject will deal with, but not be limited to, topics in:
• Software Quality Models.
• Product Quality and Design.
• Software Risk Management.
• Fault Prevention and Tolerance.
• Software Quality Assurance.
• Predicting and Managing Risk.
• Change and Change Management.
• Software Process Improvement.

Reading Materials
Additional papers may also be provided.

HIT8160 Systems Project Management A
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Completion of Stage 1 of the M InfTech or M Tech(IT Management) or equivalent is normally required. • Teaching methods: Lectures, Seminars, Presentations by guests from Industry and by students taking the subject. • Assessment: Individual and Group Assignments, Presentations, Examinations
A subject in the Master of Information Technology, M aster of Technology, M aster of Science (Computing) and Master of Science (Computing)Honours.
Aims & Objectives
- Understand the genesis of project management and its importance to improving the success of information technology projects.
- Demonstrate knowledge of project management terms and techniques such as:
  - The constraints of project management
  - The project management knowledge areas and process groups, as specified in the Project Management Body of Knowledge (PM BOK)
  - The project life cycle
  - New approaches such as Agile Project Management.
- Tools and techniques of project management such as project selection methods and work breakdown structures
- Network diagrams and critical path analysis: Cost estimates, Earned value analysis, Motivation theory and team building, Principled negotiation.
- Appreciate the importance of good project management

Content
- Introduction to Project Management.
- The Project Management Context and Processes.
- Project Integration Management.
- Project Scope Management.
- Project Time Management.
- Project Cost Management.
- Project Quality Management.
- Project Human Resources Management.
- Servant Leadership.
- Project Communications Management.
- Principled Negotiation.
- Project Risk Management.
- Project Procurement Management.

Reading Materials

HIT8166 Software Testing Processes & Automation
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
- Teaching methods: Lecture, Labs, Tutorials • Assessment: Assignments, Labs, Examinations

Aims & Objectives
Students who successfully complete this subject will be able to:
- Understand and apply a broad testing knowledge.
- Understand and apply testing tools.
- Understand testing performance and apply performance testing tools.

Content
- Testing basic concepts
- Test levels
- Test techniques
- Test related measures
- Managing the test process
- Automated testing and automated testing life-cycle
- Automated test development
- Automated defect tracking and reporting
- Automated performance testing

Reading Materials
Kit, E, Software testing in the real world: improving the process, 1995.
Selected sections of M. enry and Rational manuals (these manuals are available in electronic forms in the laboratories and the required sections can be printed or viewed online!): Rational Software, Rational Robot User’s Guide, 2002.

HIT8188 Electronic Commerce Management A
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Completion of Stage 2 of the M InfTech or M TechIT Management, or equivalent, is normally required.
- Teaching methods: Lectures, Group Work • Assessment: Assignments, Examinations, Group Work Presentations

A subject in the Master of Information Technology, Master of Technology, Master of Science (Computing) and Master of Science (Computing) (Honours).

Aims & Objectives
This subject exposes students to the contemporary managerial thought associated with electronic commerce (EC). It introduces contemporary management philosophies as they have come to be used for the marketing, selling, and distribution of goods and services through the Internet, World Wide Web and other electronic media. Issues will be examined from the perspective of business management.

Content
- Overview of EC infrastructure.
- Theoretical Foundations for EC.
- Competitive Properties of the Internet.
- Business Strategy in an Electronic Age.
- Formulating & Implementing an EC Strategy.
- Aspects of EC in Australia.

Reading Materials

HIT8189 Usability Engineering
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HIT8024/HIT6724 and Intermediate level university software engineering subject
- Teaching methods: Lectures, Tutorials, Self-Directed Research, Student Presentations • Assessment: Research, Assignments, Examinations, Presentations

A subject in the Master of Information Technology
Aims & Objectives
To investigate some engineering issues for producing usable systems. To impart knowledge and skills in research methods, specifically in the area of human-computer interaction.

Content
A selection of topics from:
- Task analysis: modelling the activities of the user and the demands of the environment for use in design.
- Internationalisation: designing software to allow for use by multiple cultures.
- Formal approaches to specification and design: specifying mission-critical systems.
- Accessibility: designing for less-able users.
- Visualisation: interactive techniques for representing data.
- Non-GUI and specialist interfaces (e.g. mobile phones, speech interfaces).
- Patterns for usability: extracting best practices in usability for re-use.
- CSCW issues.

Reading Materials
To be advised. Most reading material will come from research papers.

HIT8197 Advanced .NET Programming
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HIT7013 or 75% or greater in (HIT6110 or HIT7037 or HIT6052/HIT6752 or equivalent) • Teaching methods: Lectures, Laboratory • Assessment: Assignment, Examination

A subject in the Master of Information Technology

Aims & Objectives
On completion of this subject the student will be able to:
- Design and develop complex concurrent programs using the .NET framework.
- Describe, identify and debug issues related to the development of concurrent programs.
- Create custom controls with the .NET framework. This includes custom drawn controls and design time support.
- Use the .NET framework in relation to advanced areas of interest covered. This includes cryptography, regular expressions, multi-language development, memory management and interoperability with the Windows API.

Content
- Overview of Visual Basic .NET, C# and the .NET framework.
- Overview of programming fundamentals and good practice.
- .NET Delegates and Events
- Developing concurrent programs.
- Issues with concurrent programs and their solutions.
- Debugging and debugging concurrent programs.
- Drawing with GDI+
- Custom controls and Design time support.
- Cryptography.
- Calling the Windows API.
- Regular Expressions.
- Memory management.
- Assemblies and the Global Assembly Cache.

Reading Materials

HIT9010 Research Methods
12.5 Credit Points • 1 Semester • 2 Hours per Week • Hawthorn • Prerequisite: A Graduate Diploma, or a Bachelor's degree • Teaching methods: Lectures and Tutorials • Assessment: Written Reports, Presentation

A subject in the Master of Science (Computing), Master of Engineering (Advanced Manufacturing Technology) and Master of Engineering (Microsystem Technology).

Aims & Objectives
By the end of this subject students should be able to:
- Identify the basic principles of academic research and the fundamentals concepts of research.
- Interpret and critically evaluate previously published research in a formal literature review.
- Describe the characteristic features of common research methods and debate their relative merits.
- Identify a research question and justify the selection of an appropriate research method.
- The ability to produce a written research proposal and effectively present information in an oral presentation.

Content
- Defining research.
- Specifying roles of student and supervisor.
- Developing a research question.
- Reviewing the literature.
- Planning research design.
- Writing a research proposal.
- Presentation techniques.
- Qualitative research methodologies.
- Quantitative research methodologies.
- Writing a research paper and writing skills.

Reading Materials
HIT9060  IT Project Management

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: Completion of 100 CP of Electives in the Master of Science (Computing) - Teaching methods: Lectures and Tutorials - Assessment: Written Reports, Presentation

A subject in the Master of Science (Computing)

Aims & Objectives
- Understand the genesis of project management and its importance to improving the success of information technology projects.
- Demonstrate knowledge of project management terms and techniques such as the constraints of project management.
- Be familiar with new approaches such as Agile Project Management.

Content
- Introduction to Project Management.
- The Project Management Context and Processes.
- Project Integration Management.
- Project Scope Management.
- Project Time Management.
- Project Cost Management.
- Project Quality Management.
- Project Human Resources Management.
- Project Communications Management.
- Project Risk Management.

Reading Materials

HIT9158  Major IT Project A

12.5 Credit Points  1 Semester  1 Hour per Week  Hawthorn  Prerequisite: Completion of 100 CP of Electives in the Master of Science (Computing) - Corequisites: HIT9060 IT Project Management - Teaching methods: Project Work, Group Meetings and Consultation with Project Mentor - Assessment: Written Report, Presentation

A subject in the Master of Science (Computing)

Aims & Objectives
Students will apply software engineering principles to the development and successful implementation of a major piece of software which satisfies user needs. Students will gain an understanding of how to work effectively and efficiently in a team.

Content
Students work as a team (typically 4-6 individuals) to develop a software product for a nominated client. Where possible, clients are external to the university. Each group is supervised closely by a member of staff who acts as a project mentor.

Reading Materials

HIT9167  Minor Thesis A

12.5 Credit Points  1 Semester  4 Hours per Week  Hawthorn  Prerequisite: Completion of 100 CP of Electives in the Master of Science (Computing) with a Distinction Average - Corequisites: HIT9010 Research Methods - Teaching methods: Supervised Reading, Field Work and Individual Consultation as Required - Assessment: Written Report, Presentation

A subject in the Master of Science (Computing)

Aims & Objectives
To provide an opportunity for students to develop analytical, research and report writing skills while exploring a topic in depth.

Content
Students will work on an approved project under staff supervision. This subject will extend the preliminary work undertaken in HIT9158 Major IT Project A through a theoretical or experimental investigation.

Reading Materials

HIT9258  Major IT Project B

37.5 Credit Points  1 Semester  1 Hour per Week  Hawthorn  Prerequisite: HIT9158 Major IT Project A, HIT9060 IT Project Management - Teaching methods: Project Work, Group Meetings and Consultation with Project Mentor - Assessment: Written Report, Software Implementation, Group Report, Group Presentation

A subject in the Master of Science (Computing)

Aims & Objectives
Students will apply software engineering principles to the development and successful implementation of a major piece of software which satisfies user needs. Students will gain an understanding of how to work effectively and efficiently in a team.

Content
Students work as a team (typically 4-6 individuals) to develop a software product for a nominated client. Where possible, clients are external to the university. Each group is supervised closely by a member of staff who acts as a project mentor.

This subject follows the preliminary work in HIT9158 Major IT Project A to implement the software system as specified in the software requirements document. The final milestone will include a formal presentation of the completed software at which the client is present. In addition, students who have undertaken the Software Engineering specialisation will be required to submit an individual report documenting the project from a software engineering perspective.

Students who have undertaken either the Internet Computing or Information Systems specialisations will be required to submit an individual report documenting their personal contribution to the project from a technical perspective.

Reading Materials

HIT9267  Minor Thesis B

37.5 Credit Points  1 Semester  1 Hour per Week  Hawthorn  Prerequisite: HIT9010 Research Methods, HIT9167 Minor Thesis A - Teaching methods: Supervised Reading, Field Work and Individual Consultation as Required - Assessment: Written Report, Presentation

A subject in the Master of Science (Computing)

Aims & Objectives
To provide an opportunity for students to develop analytical, research and report writing skills while exploring a topic in depth.

Content
Students will work on an approved project under staff supervision. This subject will extend the preliminary work undertaken in HIT9167 Minor Thesis A through a theoretical or experimental investigation.

There will be a requirement for formal monthly reporting by the candidates, both oral and written throughout the project. Failure to meet satisfactory standards of progress may preclude final submission for the Masters degree. Students will present their research results to staff and students in a school seminar or equivalent. The thesis will be examined by at least two examiners.

Reading Materials

HMS755  Epidemiology for Health Psychologists

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: Nil - Teaching methods: Classes Supplemented by Computer Laboratory Work. Subject available on and off campus - Assessment: Assignments, Tests, Participation. Extra assessment tasks may be required for DPsych students.

A subject in the Master of Psychology (Health Psychology) and Professional Doctorate of Psychology (Health Psychology)
Aims & Objectives
To provide health psychology students with an understanding of some of the methodologies used in epidemiological research and to develop critical skills in the evaluation of health and medical literature related to rates and risks.

Content
- Introduction: epidemiologic criteria for causality.
- Measurement of exposures and outcomes.
- Demographic measures: birth and death rates.
- Case-control and cohort study designs.
- Intervention studies: clinical trials and community interventions.
- Screening.
- Rates: prevalence and incidence.
- Ratios: SMR and PMR.
- Risks: odds ratios and relative risks; logistic regression.

Textbook
Gordis, L, Epidemiology, 3rd edn, WB Saunders Company, 2004

References
Kleinbaum, DG, Kupper, LL & Morgenstern, H, Epidemiologic Research: Principles and Techniques. It will also cover an introduction to statistical inference. Data for accessing data from the Internet. It will include the descriptive analysis and presentation of data, including the use of modern graphical and tabular techniques. It will also cover an introduction to statistical inference. Data for

HMS766 Special Topics
12.5 Credit Points - Hawthorn - Prerequisite: Varies with topic (decided by course convener in individual cases) - Teaching methods: Depends on the subject, but normally by lectures and practical work. In some cases it could involve the student doing an individual reading course - Assessment: Assignments
A subject in the Graduate Diploma of Science (Applied Statistics)

Aims & Objectives
This subject provides opportunities for students to study a topic which is not offered in the regular Swinburne Graduate Statistics program.

Content
This will vary with the topic. For example a student may wish to study a subject which is not covered in the Swinburne Graduate Statistics Programs but is offered at other relevant programs, such as at the summer and winter courses offered by the Australian Consortium for Social and Political Research Inc., ACSPRI.

References
These will vary with the topic.

HMS770 Statistical Practice 1
12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Some knowledge of basic statistics is assumed. - Teaching methods: Classes and computer work integrated in small classes, supplemented by audiovisual presentations. Subject available on and off campus. - Assessment: Assignments, Tests
A subject in the Graduate Certificate of Science (Applied Statistics), Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics)

Aims & Objectives
To provide a computer-based introduction to the concepts and practice of data collection, analysis and presentation including statistical estimation and testing.

Content
This is a computer-based course which involves the use of modern methods of accessing data from the Internet. It will include the descriptive analysis and presentation of data, including the use of modern graphical and tabular techniques. It will also cover an introduction to statistical inference. Data for analysis will be chosen to suit the students' area of interest; social, health or sports.

In this practical subject, methods will be applied to univariate, bivariate and multivariate data. It will involve gathering data from different sources. Examples and exercises will relate to real situations where students will have to decide which methods to apply and how to report the results. Students will learn how to use appropriate methods for finding relationships, determining whether groups differ significantly on particular characteristics, estimating population values and determining appropriate sample size.

Textbooks
HM S770 Statistical Practice 1 (subject notes).
SPSS 12.0 (or higher) WINDOWS (at the very minimum the Grad Pak)

References
Against All Odds (1990), Conmp Inc (Video series)

HMS771 Statistical Practice 2
12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: HM S770 - Corequisites: HM S772 - Teaching methods: Classes and Computer Work integrated in Small Classes, Supplemented by Web-based and Other Presentations. Subject available on and off campus. - Assessment: Assignments, Tests
A subject in the Graduate Certificate of Science (Applied Statistics), Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics)

Aims & Objectives
- To extend the ideas developed in Statistical Practice 1 to include more advanced analyses.
- To broaden the range of applications students are familiar with, so that they will be able to carry out independent statistical investigations.
- To develop an awareness of the assumptions and limitations involved in the generalisation of results of such investigations.

Content
Extension of statistical inference to testing means for more than two groups, using analysis of variance for single factor and two factor designs with interaction. An introduction to power analysis. Inference for simple regression, testing regression assumptions using residual analysis and data transformations. Non-parametric methods for testing medians in single, related and independent groups (eg Binomial, sign, Wilcoxon, Friedman, Kruskal-Wallis). Analysis and interpretation of crosstabulations, including measures of association.

Textbooks
Francis, G (2004), Analysis of Variance, Swinburne University (subject notes).
SPSS for Windows, Version 12.0 or later (Statistical Package)
HM S771 Statistical Practice 2 (2004) notes prepared by Kay Lipson and Imma Guarnieri
These subject notes cover Regression and Non-parametric analysis.

References

HMS772 Basic Statistical Computing
12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: Nil - Teaching methods: Mainly Hands-on Computer Laboratory Sessions Supplemented by Classroom Instruction as needed. This subject is also available off campus. - Assessment: Computer Based Tests, Assignment (including an oral presentation)
A subject in the Graduate Certificate of Science (Applied Statistics), Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics)
Aims & Objectives
To develop competence in the use of personal computers and to acquire a level of statistical computing competency necessary for statistics research.

Content
This subject will include a familiarisation with personal computers, an extensive introduction to a mainstream statistical package, such as SPSS for Windows, and the use of descriptive statistics procedures. There will also be an introduction to a mainstream spreadsheet such as Excel. Ideas of data presentation and visualisation will be introduced.

Textbooks
Phillips, B (2004) SPSS for Windows, version 12.0 or later (subject notes)
Statistical Packages: SPSS for Windows and Excel

References
User guides for the packages used (latest version).

HMS773 Survey Research Practice
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
• Teaching methods: Class Teaching with Individual and Group Assignment Work.
• Subject available on and off campus.
• Assessment: Assignments, Test, Presentation

Aims & Objectives
A subject in the Graduate Certificate of Science (Applied Statistics), Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).

Content
To introduce students to statistical measures and techniques which are basic techniques used to analyse survey data, such as construction of scales and graphing procedures, are covered in the course.

HMS774 Introduction to Health Statistics
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: HMS770
• Corequisites: HMS770, HMS772
• Teaching methods: Classes and Computer Laboratory Sessions.

Aims & Objectives
To introduce students to statistical measures and techniques which are specifically relevant to the health sciences, to enable them make reasoned conclusions from the measures.

Textbook
HM 5774 Introduction to Health Statistics & HM 5755 Epidemiology for Health Psychologists, course notes.

Reference Material
Hennekens, CH & Buring, J E, Epidemiology in Medicine, Boston: Little, Brown and Company; 1987.

HMS775 Chance and Gaming
12.5 Credit Points • 1 Semester • 3 Hours per Week • Hawthorn • Prerequisite: Nil
• Corequisites: HMS770, HMS772
• Teaching methods: Classes and Computer Laboratory Sessions.

Aims & Objectives
• To introduce students to elementary probability and distribution theory.
• To give students an understanding of the gaming and wagering industry.
• To illustrate the use of Microsoft Excel as a tool for solving a range of gambling problems.

Content
The history of probability and its beginnings through application to gambling problems. The importance and extent of the gambling industry, including the insurance industry.

This subject will cover various aspects of probability, including expected values, conditional probability, mutually exclusive and independent events, tree diagrams, odds-probability conversion, probability distributions – normal, binomial, geometric and hypergeometric.

Probability will be explored in a variety of gambling contexts, including casino games, index betting, Tattsfloto, Keno, trifectas and quinellas. Betting strategies, runs and randomness, setting a fixed odds book, operation of the totaliser and gaming fallacies will also be discussed.

Textbook

References
Aims & Objectives

- To identify the multivariate techniques most commonly used in social research and to understand the assumptions underlying their use.
- To apply these techniques to relevant situations using statistical packages and to interpret and report the results of the analyses.

Content

The course will include multiple regression, multivariate analysis of variance, factor analysis and logistic regression. Analysis will be done using SPSS for Windows.

Textbooks

Francis, G (2004), Multivariate Analysis, Swinburne University (course notes).
Francis, G (2004), Multivariate Analysis of Variance and Factor Analysis, Swinburne University (course notes).

References

There are numerous other books and web sites which may be helpful in your study of this subject. These include:
Relevant SPSS Guides Chicago: SPSS Inc.

HMS781 Further Statistical Computing

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HMS770, HMS772: Teaching methods: Interactive Computer Lab-based Teaching. Available on and off campus. • Assessment: Assignments, Tests
A subject in the Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).

Aims & Objectives

To increase students’ competence in the use of statistical packages and to apply this knowledge and skill to some more advanced data management, data presentation and statistical procedures.

Content

Extends the work done in Basic Statistical Computing to cover some further features of statistical and data management packages in the social sciences. Emphasis will be on more advanced file handling, data presentation and statistical procedures of the packages. This includes the special table and graphical features of SPSS. An introduction the SAS System.

Textbooks

Phillips, B & Voggel, D, Further SPSS (course notes)
Clarke, S & Weal, S, SAS BASICS (course notes)

References

Students may have access to SPSS and SAS manuals
Software: SPSS version 11.5 or higher, SAS Version 11.5 or higher

HMS782 Forecasting

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HMS771, HMS772: Teaching methods: Classes, Supplemented by Computer Laboratory Work and use of Online Materials. Subject available on and off campus. • Assessment: Assignments, Tests
A subject in the Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).

Aims & Objectives

- To introduce students to problems encountered in working with observational data used in forecasting.
- To introduce students to the forecasting methodologies needed for managerial planning and decision-making.
- To improve students’ team-working and analytical capabilities.

Content

- Time series analysis.
- Forecasting using naive, averaging and exponential smoothing methods.
- Error analysis.
- Building forecasts using Excel.

- Regression models for prediction.
- Judgemental methods.
- Time series data and autocorrelation problem.
- Box-jenkins (ARIMA) methodology.
- M odelling by building strategy.
- M odelling by selection criteria.
- M odelling for seasonal data.
- Use of SPSS for implementation of Box-jenkins methodology.

Textbooks

Tobin, P, Forecasting: Student Notes, Swinburne University, 2004
Ghodb, F, Lecture notes, 2004

References

Fannum, NR & Stanton LVI, Quantitative Forecasting Methods, MWS-KENT, Boston, 1989.
SPSS Trends Software Manual

HMS783 Demographic Techniques

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HMS770: Teaching methods: Classes and Computer Laboratory Sessions. Available on and off campus. • Assessment: Assignments, Tests
A subject in the Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).

Aims & Objectives

To help develop a demographic perspective, to introduce the methods of measuring the demographic process and to develop an awareness of the implications of demographics in the business and social environment.

Content

Demography relates to the study of the size, composition and distribution of a population, and how they change over time. In this subject, students will learn about sources of demographic data, some of their uses, and what they have to offer other disciplines. It will introduce indicators of population characteristics such as elementary rates and ratios with examples from mortality, fertility, migration, mobility and migration. It may also cover topics of spatial patterns, demographic segmentation and population projections, will look at models for regional demographic analysis, and consider some social implications of demographic data.

References

Phillips, B & Voogd, D, Further SPSS (course notes)
Clarke, S & Weal, S, SAS BASICS (course notes)

Acknowledgement

There are numerous other books and web sites which may be helpful in your study of this subject. These include:
Relevant SPSS Guides Chicago: SPSS Inc.

HMS784 Regression Models in Health

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HMS774: Teaching methods: Small Classroom Group including Computer Work. Available on campus only. • Assessment: Assignments, Class Exercises
A subject in the Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).
Aims & Objectives
To develop critical and analytical skills in the evaluation of the health and medical literature on regression models used in health, with an emphasis on statistical and methodological analysis.

Content
- Linear regression analysis for continuous data.
- Classical analytic methods for risks and rates.
- Logistic regression methods for the analysis of binary data.
- Analysis of survival data.
- Poisson regression methods for the analysis of count data.
- Specialist software for analysing generalised linear models, such as Stata, will be used.

Textbook
There is no set textbook for this subject.

References

HMS786 Survey Sampling
12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: HMS770. HMS773 - Teaching methods: Class Teaching integrated with Computer Sessions using Excel and Stata. Available on and off campus. - Assessment: Assignments, Tests
A subject in the Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).

Aims & Objectives
To introduce the theory and practice of sampling methods used for social surveys.

Content
- The theory and practice of sampling methods for social surveys.
- Probability sampling methods, including simple random sampling, systematic sampling, stratified sampling, cluster sampling and multi-stage sampling.
- Estimation of population means, totals, proportions and ratios and their standard errors from samples.
- Sample design effects.
- Non-probability sampling methods.
- Methods for dealing with non-response.
- Weighting.

Textbooks
Phillips, B. HMS786 Survey Sampling. (course notes) Software packages used: Stata, Excel, SPSS.

References

HMS787 Database Development and Management
12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: HMS772 - Teaching methods: Small Group Classes and Computer Work. Available on campus only. - Assessment: Assignments
A subject in the Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).

Aims & Objectives
To develop knowledge and skills in the development, management and manipulation of databases.

Content
- Design and development of databases using a variety of computer packages (Access, Excel, SPSS).
- Data handling and manipulation.
- Transfer of data between computer packages.
- Preparation of data files for statistical analyses.

Textbook

References
General introductory texts (Access 2, Access 97 and 2000)

HMS788 Sports Performance Modelling
12.5 Credit Points - 1 Semester - 3 Hours per Week - Hawthorn - Prerequisite: HMS770, HMS772 and HMS775 - Teaching methods: Classes and Computer Laboratory Sessions. Available off and on campus. - Assessment: Assignments, Test, Project
A subject in the Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).

Aims & Objectives
- To give students an introduction to statistical modelling in sport.
- To enable students to implement simple models via Excel and other packages, and appreciate the underlying assumptions and limitations.

Content
Introduction to modelling:
- Markov chain and probability models of scoring systems.
- Applications to chance of winning and length of matches in tennis, squash and other scoring systems.
- Implementation via spreadsheets.

Statistical distributions:
- Applications of the binomial, Poisson, geometric, exponential and normal distributions to goal scoring, cricket, tennis, hot streaks, player statistics.
- Testing goodness of fit using Chi-square and Kolmogorov tests.

Linear modelling:
- Prediction using regression analysis, fitting linear models to season results using indicator variables.
- Applications to team rating, prediction, home advantage.

Optional Topics:
- Other topics such as logistic regression and dynamic programming may be covered.
how Structural Equation Models are used widely by researchers in a diverse array of fields such as economics, sociology, psychology, political science, marketing, epidemiology, and education.

Textbook
Holmes-Smith, P, Cunningham, E & Coote, L (2004), Structural Equation Modelling: From the Fundamentals to Advanced Topics.

Recommended reading
Byrne, BM. (2001), Structural equation modeling with AMOS: Basic concepts, applications, and programming. London: Lawrence Erlbaum.

References
On-line electronic text at: http://www.statsoft.com/

Computer program: AMOS

HMS792 Scale Development and Evaluation

A subject in the Master of Science (Applied Statistics).

Aims & Objectives
To develop knowledge and skills in the principles and practice of scale development, refinement and psychometric evaluation.

Content
M measurement theory, principles of scale development and evaluation, reliability and validity. Use of exploratory and confirmatory factor analysis in scale refinement.

References

Other statistical texts
Jacoby, WG (1991) Data Theory and Dimensional Analysis, Sage (Useful reference, not too difficult)
M anly, BF (1986) Multivariate Statistical Methods: A Primer, Chapman & Hall (Very readable with good examples on certain topics)

HMS793 Advanced Topics in Regression

A subject in the Master of Science (Applied Statistics).

Aims & Objectives
To make students familiar with several more advanced statistical modelling techniques.
Content
The General Linear Model (GLM). This model underlies most of the statistical analyses that are used in applied and social research, such as the t-test, Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA), regression analysis, and many of the multivariate methods. Because of its generality, the model is important for students of social research. Topics will be chosen from: log-linear models for investigating relationships in categorical data such as multi-way contingency tables, non-linear regression to handle data which does not satisfy the assumptions required in linear models, logistic regression, survival analysis, an introduction to multi-level modelling and further ideas in structural equation modelling.

References
Snijders, TAB & Bosker, RJ, Multilevel Analysis: An Introduction to Basic and Advanced Multilevel Modelling.

HMS794  Statistical Marketing Tools
12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HMS780  Teaching methods: Small Group Classes and Computer Work. Subject available on campus only.  Assessment: Assignments
A subject in the Master of Science (Applied Statistics).
Aims & Objectives
To investigate the underlying structure of market research and social science data using a number of dimensional analysis mapping, segmentation and preference techniques.

Content
Market research analysts in both commerce and industry make daily decisions regarding their products and services in today's complex and competitive markets. These decisions, important to the welfare of their companies, must be based on the best available information, usually gathered through surveys. The methods included will be selected from:

- Mapping techniques, including multidimensional scaling and correspondence analysis,
- Preference techniques, including conjoint analysis,
- Market segmentation methods for finding statistically significant groups in data using methods, such as cluster analysis, discriminant analysis, neural networks data mining.
- Risk analysis of decision-making.

References
Benzecry, J P, Correspondence Analysis Handbook.
Gordon, AD, Classification, Monographs on Statistics and Applied Probability; 82.
Greenacre, M & Blasius, J (eds), Correspondence Analysis in the Social Sciences: Recent Developments and Applications, 1994.
Grimm, LK & Yarnold, PR (eds), Reading and Understanding Multivariate Statistics, 1995.
Borg, I & Groenen, P (Contributors), Modern Multidimensional Scaling: Theory and Applications.

HMS795  Epidemiological Methods
12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HMS774  Teaching methods: Classes. Available on campus only.  Assessment: Assignments
A subject in the Graduate Diploma of Science (Applied Statistics) and Master of Science (Applied Statistics).
Aims & Objectives
To describe and understand some of the methodologies used in epidemiological research, and to appreciate the issues and problems involved in common health research programs. This will involve the development of critical skills in the evaluation of health and medical literature involving epidemiology, with an emphasis on statistical and methodological analysis.

Content
The main areas of study will be chosen from:
Epidemiological Study Designs:
- Descriptive and analytical studies.
- Observational versus experimental designs.
- Cross-sectional surveys.
- Cohort and case-control studies.
- Clinical trials and intervention studies.
- Determination of sample size.

Confounding:
- Identifying potential confounding.
- Stratification and adjusted estimates.
- Regression and multivariate adjustment, matching.

Diagnostic Tests:
- Predictive value and prevalence.
- Sensitivity and specificity of tests.
- Bayes' theorem.

Screening for Disease:
- Reasons for screening.
- Requirements for screening.
- Predictive value and prevalence.
- Quality of screening test.
- Meta analysis.

Textbook
There is no set textbook for this subject.

References
Hennekens, CH & Buring, JE, Epidemiology in Medicine, Philadelphia: Lippincott Williams & Wilkins; 1987.

HNE401  Introduction to Nutritional & Environmental Medicine
12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn; Online; Distance Education  Prerequisite: Nil  Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  Assessment: Written examination (50%), Case study (30%), Assignment (20%)
A subject in the Graduate Certificate and Graduate Diploma in Nutritional & Environmental Medicine.
Aims & Objectives
To introduce the principles of nutritional and environmental medicine, plus the purpose and content of course.
Recommended Reading
Higdon, J., An evidence-based approach to vitamins and minerals, Thieme
National Health and Medical Research Council (Australia), Subcommittee on the Tenth Edition of the RDAs, Recommended Dietary Allowances, 1989, National Academy Press, Washington DC

Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

HNE402 Biology of Nutrients

12.5 Credit Points • 1 Semester • 5 Hours per Week • Hawthorn; Online; Distance Education • Prerequisite: Nil • Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews • Assessment: Written examination (50%), Case study (30%), Assignment (20%) A subject in the Graduate Certificate and Graduate Diploma in Nutritional & Environmental Medicine.

Aims & Objectives
To enhance the participants appreciation of contemporary understanding of the biology of both macro and micronutrients.

Content
- Proteins and amino acids
- Carbohydrates - complex and refined
- Lipids and essential fatty acids
- Omega-3 polyunsaturated fatty acids
- Essential fatty acid requirements
- Dietary fibre and starch
- Vitamins and minerals
- Vitamin B1-thiamine
- Vitamin B3-niacin
- Vitamin B6-pyridoxine
- Vitamin 12 and folate
- Vitamin C and bioflavonoids
- Vitamin E
- Water, sodium, potassium, lithium, rubidium and vanadium
- Iron selenium molybdenum, and the heavy metals
- Zinc, manganese and copper
- Summary of vitamin and mineral deficiency science
- Drug-Nutrient interactions
- Ketogenic diet and blood type diets
- Probiotics, prebiotics and glucosamine
- Phytoestrogens
- Clinical review

Recommended Reading
Shils, M.E, Olson, J & Shike, M, Modern nutrition in health & disease, Lippincott Williams & Wilkins, Baltimore, 1999.

Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

HNE403 Environmental Medicine and Toxicology

12.5 Credit Points • 1 Semester • 5 Hours per Week • Hawthorn; Online; Distance Education • Prerequisite: Nil • Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews • Assessment: Written examination (50%), Case study (30%), Assignment (20%) A subject in the Graduate Certificate and Graduate Diploma in Nutritional & Environmental Medicine.

Aims & Objectives
To study the role of environmental pollutants and other toxic substances in the cause of disease, plus the mechanisms involved. It will also highlight the importance of nutrient interactions as well as their safety and toxicity. The available treatments will also be discussed.

Content
- Introduction to environmental medicine
- Introduction to systemic toxicology and toxic agents
- The immune system, food additives
- Clinical aspects of environmental disease
- Chronic fatigue syndrome
- Introduction to toxicology Parts 1 & 2
- Clinical toxicology/environmental factors
- Side effects and toxicity from drugs
- Clinical metal toxicology Parts 1 & 2
- Heavy metal toxicology
- M echanisms of toxicity
- Protection against toxic substances
- Nutritional therapy
- Environmental Disease

Swinburne University of Technology | Postgraduate Course Handbook 2005
12.5 Credit Points  • 1 Semester  • 5 Hours per Week  • Hawthorn; Online; Distance Education  • Prerequisite: Nil  • Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  • Assessment: Written examination (50%). Case study (30%), Assignment (20%)  

A subject in the Graduate Certificate and Graduate Diploma in Nutritional & Environmental Medicine.

**Aims & Objectives**
- The role of nutrients in the cause of cardiovascular disease as well as the mechanisms involved will be reviewed. Other aspects of cardiovascular disease will also be reviewed. The role of diet as well as nutritional therapy and other factors in the treatment of cardiovascular disease will be also presented.
- Cause, mechanisms and prevention of diabetes, as well as its nutritional management, will be presented.
- Review the relevant information relating to respiratory disease and nutrition.

**Content**
- The physiology of the cardiovascular system
- Chelation and arterial disease
- Laboratory measurements in artery disease
- Atmospheric conditions-environmental pollution and respiratory disease
- Prevention and management of arterial disease
- The mind and cardiovascular respiratory disease
- Respiratory disease and nutrients
- Infections respiratory and artery disease
- Yoga therapy in the treatment of asthma and other respiratory problems
- Complementary medicine and asthma
- Environmental toxicology
- Diabetes
- Insulin resistance and facts about sugar
- Fats that heal and fats that kill

**Recommended Reading**

Dietary Guidelines for older Australians, National Health & Medical Research, Canberra, ACT, 1999


Shils, M E, Olson, J A & Shike, M., Modern nutrition in health and disease, Lippincott Williams & Wilkins, Baltimore, 1999.


N.P., 1983.


Shils, M E, Olson, J A & Shike, M., Modern nutrition in health & disease, Lippincott Williams & Wilkins, Baltimore, 1999.


Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

**HNE501 Nutritional Approaches to Cardiovascular, Respiratory problems and Diabetes**

**Recommended Reading**


Shils, M E, Olson, J A & Shike, M., Modern nutrition in health and disease, Lippincott Williams & Wilkins, Baltimore, 1999.


Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

**Subject Details**

**HNE404 Nutritional Approaches to Neurological, Ageing and Skin Problems**

**Recommended Reading**


Shils, M E, Olson, J A & Shike, M., Modern nutrition in health & disease, Lippincott Williams & Wilkins, Baltimore, 1999.


Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

**Aims & Objectives**

- Nutritional and the brain
- Nutritional factors in the treatment of common skin disease (eczema, psoriasis etc)
- Common dermatological disorders
- Anti aging medicine
- Nutritional factors in anti-aging medicine
- Strategies for prevention and degenerative disease
- Role of other nutritional substances in the prevention and treatment of degenerative disease
- Common nutrition nutritional related disease
- Factors that lead to poor nutrition in the aged
- Dietary guidelines in the aged
- Clinical review

**Recommended Reading**


Dietary Guidelines for older Australians, National Health & Medical Research, Canberra, ACT, 1999


Shils, M E, Olson, J A & Shike, M., Modern nutrition in health and disease, Lippincott Williams & Wilkins, Baltimore, 1999.


Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

**HNE501 Nutritional Approaches to Cardiovascular, Respiratory problems and Diabetes**

**Recommended Reading**


Shils, M E, Olson, J A & Shike, M., Modern nutrition in health and disease, Lippincott Williams & Wilkins, Baltimore, 1999.


Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

**HNE404 Nutritional Approaches to Neurological, Ageing and Skin Problems**

**12.5 Credit Points  • 1 Semester  • 5 Hours per Week  • Hawthorn; Online; Distance Education  • Prerequisite: Nil  • Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  • Assessment: Written examination (50%). Case study (30%), Assignment (20%)  

A subject in the Graduate Certificate and Graduate Diploma in Nutritional & Environmental Medicine.

**Aims & Objectives**

- The role of nutrients in the cause of cardiovascular disease as well as the mechanisms involved will be reviewed. Other aspects of cardiovascular disease will also be reviewed. The role of diet as well as nutritional therapy and other factors in the treatment of cardiovascular disease will be also presented.
- Cause, mechanisms and prevention of diabetes, as well as its nutritional management, will be presented.
- Review the relevant information relating to respiratory disease and nutrition.

**Content**

- The physiology of the cardiovascular system
- Chelation and arterial disease
- Laboratory measurements in artery disease
- Atmospheric conditions-environmental pollution and respiratory disease
- Prevention and management of arterial disease
- The mind and cardiovascular respiratory disease
- Respiratory disease and nutrients
- Infections respiratory and artery disease
- Yoga therapy in the treatment of asthma and other respiratory problems
- Complementary medicine and asthma
- Environmental toxicology
- Diabetes
- Insulin resistance and facts about sugar
- Fats that heal and fats that kill

Swinburne University of Technology | Postgraduate Course Handbook 2005
- Prevention of cardiovascular disease
- The role of lipids in cardiovascular disease
- The role of other factors in cardiovascular disease
- Nutrients and other factors in the treatment of cardiovascular disease
- Nutritional factors in the cause and prevention of respiratory disease
- Asthma and its non drug management
- Clinical review

**Recommended Reading**


Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

**HNE502 Nutritional Approaches to Gastrointestinal and Paediatric Problems**

12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn; Online; Distance Education  Prerequisite: Nil  Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  Assessment: Written examination (50%), Case study (30%), Assignment (20%)  A subject in the Graduate Certificate and Graduate Diploma in Nutritional & Environmental Medicine.

**Aims & Objectives**

- A review of gastrointestinal disorders and the role of nutrients in the cause and prevention will be emphasised.
- The importance of behavioural problems that influence diet will be presented. The nutritional aspects of various behavioural disorders will also be emphasised.
- Common paediatric disorders that are related to nutrition and their treatment will be included.

**Content**

- General overview
- Gastrointestinal functions: Gut flora, digestion, musculointegrity
- General laboratory measurements relating to the digestive system
- Gastrointestinal disease: causes, investigation and management
- Microbiology of food
- Nutrition and cancer
- Basic psychological factors
- Gastrointestinal system using the mind
- Behavioural factors and weight problems
- Enuresis, encopresis
- Breast feeding and common nutritional deficiencies
- Gluten intolerance
- Nutritional factors in behaviour (ADHD, lithium, bipolar)
- Clinical review

**Recommended Reading**


Foo, E, Griffin, H, Molloby, R & Heden, C, The Lactic Acid Bacteria, Horizon Norfold, 1996.


**HNE503 Nutritional Approaches to Women’s Health and Men’s Health**

12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn; Online; Distance Education  Prerequisite: Nil  Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  Assessment: Written examination (50%), Case study (30%), Assignment (20%)  A subject in the Graduate Certificate and Graduate Diploma in Nutritional & Environmental Medicine.

**Aims & Objectives**

- To introduce the important principles involved in prevention of specific problems in women as well as their cause. The role of nutrients and nutritional therapy will be discussed.
- The importance of nutrition in the various stages of development will be presented. To review important aspects of men’s health and highlight common problems with a special emphasis on prevention and nutritional factors.

**Content**

- Clinical physiology of the endocrine system (Parts 1 & 2)
- Common medical problems in women
- Common medical problems in men
- Nutritional factors in the premenstrual, incl osteoporosis
- Common problems in the reproductive years
- Nutritional factors of men’s health
- Hormone and thyroid
- Biological hormone replacement
- Nutrition during pregnancy
- Behaviour and men’s health
- The premenstrual syndrome
- Breast disease, dysmenorrhoea, menorrhagia and cervical dysplasia
- The M Factor – Men and their health
- Clinical review

**Recommended Reading**


Glennie, M., Natural alternatives to HRT cookbook, Celestial Arts, Berkley, California, 2000.


Students are also given extensive lecture notes, relevant journal articles and up-to-date literature at the start of each class.

**HNE504 Nutritional Approaches to Musculoskeletal Problems and Sports Nutrition**

12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn; Online; Distance Education  Prerequisite: Nil  Teaching methods: Lectures and tutorials, practical clinical sessions, journal reviews  Assessment: Written examination (50%), Case study (30%), Assignment (20%)  A subject in the Graduate Certificate and Graduate Diploma in Nutritional & Environmental Medicine.
Aims & Objectives
- Factors involved in the cause of musculoskeletal problems will be reviewed and the possibilities of nutritional therapy will be explored.
- The nutritional status of sport people will be discussed and special requirements for various sports people will be presented.

Content
- General introduction
- General exercise and sports nutrition
- Energy requirements of sports people
- Nutritional aspects of musculoskeletal problems
- Macronutrients for sports people
- Musculoskeletal disorders
- Antioxidant deficiency in sports people
- The ABC of Vitamins and minerals in musculoskeletal problems
- Complementary medicine and rehabilitation Part 1 & 2
- Nutrients for the musculoskeletal systems in the young and elderly
- Nutritional strategies for pain management
- Recommended diets and nutrient supplementation

The nutritional aspects of the following disorders will be discussed.
- Osteoarthritis
- Rheumatoid arthritis
- Gout
- Ankylosing spondylitis
- Clinical review

Recommended Reading

Students are also given extensive lecture notes, relevant journal articles and up-to-date information at the start of each class.

HPDD701 Advanced Design Research Methods

Prerequisites: Nil

Teaching methods: The teaching approach adopted will incorporate a combination of seminars, guest lectures, class presentations, individual tutorials and independent research activity. The interaction of problem identification with a review of the relevant practice and literature will enable progress toward a defensible research proposal. The model(s) of provision to be adopted will be attendance of classes and tutorials and print-based materials, supported by the online provision of supplementary information. 

Assessment:
- Formal assessment of Advanced Design Research Methods will be via the presentation of an advanced research proposal, incorporating: Research question or title of research topic; Abstract of proposed program of design research; Discussion or demonstration of a proposed method of approach; Information (written or visual) on design context; design sources (common practice and best practice), design rationale and design process, as appropriate; Preliminary explorations of the design work to be carried out in the Major Design Research Project; Project; Project timeline; User scenarios (if applicable); Bibliography
- A subject in the Professional Doctorate in Design

Aims & Objectives
The subject is designed to provide the analytical and research skills to facilitate (a) the candidate's formulation of a specific research topic and (b) its successful development to the examination stage in the form of the Major Design Research Project.

Content
The focus of the subject is on problem identification through the conduct of a systematic review of the relevant literature, and of common practice and best practice in related areas of design. The subject will emphasise skills in information seeking and evaluation; design research methods; bibliographic and referencing protocols; project delivery; the identification of the critical aspects of an appropriate research problem; the validity of the study; the interpretation of existing theories, literature and practice; and the designation of new approaches.

Reading Materials
A reader containing articles on the nature of design research, design research methods, and design research project documentation.

NSDR handouts on creating a design research proposal, evaluating Internet sources, evaluating written research sources, investigating existing design knowledge and practice, design research project documentation.

HPDD702 Major Design Research Project

Prerequisites: PD701

Assessment: Formal assessment of the Major Design Research Project outcomes will be via the mode of presentation specified in the design brief (e.g., exhibition, CD-ROM). The outcomes of the design research and presentation must meet the highest industry standards, and will be subject to assessment by external examiners. The project report will be assessed as an integral component of the Major Design Research Project.

A subject in the Professional Doctorate in Design

Aims & Objectives
The overarching aim is to creatively integrate within a design discipline those aspects of the new electronic media previously studied. In support of this, the specific aims are:
- To achieve expertise in the integration of the electronic media.
- To demonstrate this expertise via the highest industry standards of design research and presentation.
- To develop and compile an original work demonstrating ability to add to the body of knowledge in the candidate's design field for presentation to two external examiners.

Content
The Major Design Research Project is designed to permit original research into an area of design of particular interest to the candidate. The focus will be on the integration of advanced design knowledge, expertise and conceptual skills, extending the design discipline into new areas of exploration. As such, the Major Design Research Project will seek to break new ground in the creative application of the electronic media within the design discipline. Supporting this will be a project report that describes the parameters of the investigation.

The Major Design Research Project will follow the international industry standard format for a design project. This will involve the formulation of a brief describing (a) the design problem to be investigated (b) the parameters of the investigation, including details of the electronic media components and (c) the nature of the research outcomes and the format of their presentation (e.g., exhibition, CD-ROM). Candidates will undertake individual projects reflecting their own design discipline (e.g., Industrial Design, Graphic Design, Interior and Exhibition Design) and the design problem to be investigated.

The subject Advanced Design Research Methods must have been successfully completed and a research proposal approved before a candidate is permitted to begin work on the Major Design Research Project.

HPDD703 Major Design Research Project

Prerequisites: Nil

Assessment: Exhibition or Other Appropriate Media

A subject in the Professional Doctorate in Design

Aims & Objectives
The overarching aim of this subject is to creatively integrate previously studied aspects of new electronic media within the design discipline. In support of this, the specific aims include:
- To achieve expertise in the integration of the electronic media.
- To demonstrate this expertise via the highest industry standards of design research and presentation.
Content

The focus of the Major Design Research Project will be the integration of the knowledge/expertise gained from Design Research Projects 1 and 2. Integration, however, will not simply be at a technical level: rather, it must extend the design discipline into new areas of exploration. As such, the Major Design Research Project will seek to break new ground in the creative application of electronic media with the design discipline. A project report describing the parameters of the investigation will support this work.

As previously, the Major Design Research Project will follow the international industry standard format for a design project. This will involve the formulation of a brief describing:

- The design problem to be investigated.
- The nature of the research outcomes and the format of their presentation (e.g. exhibition, CD-ROM).

As in Design Research Projects 1 and 2, students will undertake individual projects reflecting their own design discipline (e.g. Industrial Design, Graphic Design, Interior and Exhibition Design) and the design problem to be investigated.

Aims & Objectives

This subject introduces students to the planning and operational aspects of social investment. It commences with philosophical, strategic and planning matters, and then deals with management and administration.

Content

- Grant-making Mechanisms
- Governance
- Management and Administration
- Taxation
- The Grantor/Grantee Relationship
- Guidelines and Procedures
- Processing and Assessment
- Informed Decision-Making
- Inputs, Outcomes and Evaluation
- Relationships with Other Grant-makers
- Funds Management
- Reporting

Recommended Reading

Selected readings will be provided.

HP1503 Research and Policy

12.5 Credit Points  1 Semester  4 Hours per Week  Hawthorn  Prerequisite: Nil

- Teaching methods: Delivery will be multi-modal and attendance is compulsory at face-to-face sessions (unless negotiated otherwise). Students must be prepared to participate in sessions as well as in no less than 90% of the online activities.
- Assessment: Class exercises, Group work, Research paper

A subject in the Graduate Certificate, Graduate Diploma and Master of Social Science (Philanthropy and Social Investment).

Aims & Objectives

This subject introduces the principles and practices of policy and research, including specifying a problem, data analysis and interpretation, key data sources, policy design and implementation. It also provides an introduction to policy-making mechanisms, tools and processes, including evaluation and implementation.

Content

- Practice of Policy and Decision-making
- Research Methods: Introduction
- Data Tools
- More Data Tools
- Methods of Analysis
- Data Management
- Data Presentation
- Needs Assessment
- Data Presentation (continued)
- Data Management
- Policy Implementation
- Policy Evaluation
- Preparing and Writing Policy Reports

Recommended Reading

Selected readings will be provided.

HP1504 Corporate Social Investment

12.5 Credit Points  1 Semester  3 Hours per Week  Hawthorn  Prerequisite: HP1501, HP1502

- Teaching methods: Delivery will be multi-modal and attendance is compulsory at face-to-face sessions (unless negotiated otherwise). Students must be prepared to participate in sessions as well as in no less than 90% of the online activities.
- Assessment: Class exercises, Group work, Research paper

A subject in the Graduate Certificate, Graduate Diploma and Master of Social Science (Philanthropy and Social Investment).

Aims & Objectives

This subject introduces students to the planning and operational aspects of social investment in a business setting. It commences with philosophical, strategic and planning matters, and then deals with management and administration.

Content

- Definitions and Core Issues
- Triple Bottom Line and Corporate Philanthropy: the Imperatives
Values and Philanthropic Practice

Conflicts of Interest

Part 2: Ethical Issues

Transparency

Public Purposes

Taxation

Part 1: Legal and Policy Settings

Content

Aims & Objectives

This subject will equip students to understand the ethical, social and personal dimensions of the role played by institutions that have power, wealth and influence in the community.

Content

- Part 1: Legal and Policy Settings
- Taxation
- Public Purposes
- Transparency
- Part 2: Ethical Issues
- Conflicts of Interest
- Grantor/Grantee Relationships
- Values and Philanthropic Practice

Recommended Reading

Selected readings will be provided.

HPI551    Personal and Family Grant-making

12.5 Credit Points  •  1 Semester  •  3 Hours per Week  •  Hawthorn  •  Prerequisite: HPI501, HPI502  •  Teaching methods: Multi-modal. Attendance is compulsory at face-to-face sessions (unless negotiated). Students must be prepared to participate in sessions as well as in no less than 90% of the online activities.  •  Assessment: Journal, Participation, Research paper

A subject in the Graduate Certificate, Graduate Diploma and Master of Social Science (Philanthropy and Social Investment).

Aims & Objectives

This subject provides an introduction to the establishment of a grant-making program in a private or family setting. It commences with a consideration of the complex and sensitive personal and cultural dimensions of private giving, and then identifies appropriate means for incorporating these into operational arrangements.

Content

- Giving and its Motivation
- Family Philanthropy in History
- Family Culture and Dynamics: a General Introduction
- Consensus, Cohesion, Power-sharing and Diversity
- Succession and Intergenerational Issues
- Informed Decision-making
- Priority Setting
- Management and Administration
- The Role of Outsiders
- The Family Retreat
- The Founder

Recommended Reading

Selected readings will be provided.

HPI552    Perspectives from Public Policy and Ethics

12.5 Credit Points  •  1 Semester  •  3 Hours per Week  •  Hawthorn  •  Prerequisite: HPI501, HPI502  •  Teaching methods: Multi-modal delivery. Attendance is compulsory at face-to-face sessions (unless negotiated otherwise). Students must be prepared to participate in sessions as well as in no less than 90% of the online activities.  •  Assessment: Case study, Essay, Participation

A subject in the Graduate Diploma and Master of Social Science (Philanthropy and Social Investment).

Aims & Objectives

This subject will equip students to understand the ethical, social and personal dimensions of the role played by institutions that have power, wealth and influence in the community.

Content

- Part 1: Legal and Policy Settings
- Taxation
- Public Purposes
- Transparency
- Part 2: Ethical Issues
- Conflicts of Interest
- Grantor/Grantee Relationships
- Values and Philanthropic Practice

Recommended Reading

Selected readings will be provided.

HPI553    Philanthropy and Social Investment in the Asia-Pacific

12.5 Credit Points  •  1 Semester  •  3 Hours per Week  •  Hawthorn  •  Prerequisite: HPI501, HPI502  •  Teaching methods: Multi-modal. Attendance is compulsory at face-to-face sessions (unless negotiated)  •  Assessment: Assignment, Class exercise, Group presentation

A subject in the Master of Social Science (Philanthropy and Social Investment).

Aims & Objectives

This subject will show that national borders do not limit philanthropy and social investment. Grants may be made outside the country in which the grant-making entity is based, or may effect practice or development in other communities. Sometimes national and cultural differences are relevant, sometimes they are not.

Content

- A Regional Overview
- Philanthropy and Culture
- Globalisation and Social Investment
- The Legislative Environment
- The Institutional Environment
- National Studies
- Regional Coordinating Arrangements and Agencies

Recommended Reading

Selected readings will be provided.

HPI554    Research Report

25 Credit Points  •  1 Semester (3 methodology workshops of 3 hours each, plus 1 hour supervisor contact or equivalent)  •  Hawthorn  •  Prerequisite: HPI501, HPI502, HPI503, HPI504, HPI551, HPI552  •  Teaching methods: Workshops, Online group discussion under academic supervision, Group workshop presentation, Supervision  •  Assessment: Research report 90%  Group participation 10%

A subject in the Graduate Diploma and Master of Social Science (Philanthropy and Social Investment).

Aims & Objectives

This component of the Graduate Diploma is designed to enable students to develop and apply high-level skills in conducting research projects and to work with their results.

Content

- Research design and exploratory research
- Literature reviews
- Topic selection/problem definition
- Data sources
- Data collection and analysis
- Evaluating research findings
- Preparation of written dissertation
- Research report

Recommended Reading

Selected readings will be provided.

HPI601    Comparative Social Policy

12.5 Credit Points  •  1 Semester  •  3 Hours per Week  •  Hawthorn  •  Prerequisite: HPI501, HPI502, HPI503  •  Assessment: 2 x 2500-word essays

An elective subject in the Master of Social Science (Philanthropy and Social Investment).

Aims & Objectives

This subject examines the policies and programs of other societies in human service management. The objective is to provide greater insights into social policy through comparative analysis and, as a result, more informed decision-making.

Swinburne University of Technology | Postgraduate Course Handbook 2005
general framework for analysis will be covered and then choices are available in specific areas of interest for more detailed comparative analysis. Areas include health, family policy, housing and employment.

Content
- Comparative Social Policy: a Framework for Analysis
- The Market Liberal Model
- The Social Democrat Model
- The Corporatist Model
- Globalisation and its Impact on Social Policy
- Citizenship and Benchmarks

Students can choose case study areas for developing a specialisation in comparative analysis in a range of areas, including community strengthening, employment, family policy, health and housing.

Recommended Reading
Selected readings will be provided.

HPI602-HPI603 Thesis
50 Credit Points • 2 Semesters • 5 Hours per Week • Hawthorn • Prerequisite: HPS001, HPS002, HPS003, HPS004, HPS051, HPS052, HPS053, HPS061, HPS054, HPS055
- Teaching methods: Supervision and Workshops • Assessment: Minor thesis of 20 000 words

A subject in the Master of Social Science (Philanthropy and Social Investment).

Aims & Objectives
Students are required to write a minor thesis of 20,000 words. The aim is to enable students to further develop and apply high-level skills in conducting research projects and to work with their results and to expand their knowledge base. On completion of this students will be able to demonstrate a deep theoretical understanding of their subject, explore its applications, and effectively present findings.

Reading Materials
Selected readings will be provided.

HRM001 Performance & Reward Management
12.5 Credit Points • 30 Nominal Hours • Prerequisite: Nil • Assessment: Research Report 40%, Presentation of Research Report 10%, Reflective Essay 50%

A subject in the Graduate Certificate in Human Resource Management.

Aims & Objectives
The major objective of Human Resource Management is to provide a comprehensive understanding of reward management - the next stage of the HR "lifecycle" after OHS000 Human Resource Development. Specifically, the objectives of the unit are to:
- Critically analyse human resource policy, procedure and practice.
- Be aware of trends within HRM.
- Gain skills in reward management from job analysis, classification, pay structures, performance pay and benefits.
- Build on fundamental academic skills such as: research in library and elsewhere; analysis and synthesis; written and verbal communication skills; report writing skills; presentation skills; self reliance and intellectual independence; time management - goal setting and planning.

HRM002 Employee Relations
12.5 Credit Points • 30 Nominal Hours • Prerequisite: Nil • Assessment: Research Report 40%, Presentation of Research Report 10%, Reflective Essay 50%

A subject in the Graduate Certificate in Human Resource Management.

Aims & Objectives
The major aim of Employee Relations is to provide a legal and political framework for employee relations in Australia. Specifically the objectives of the unit are to enable students to:
- Gain an understanding of the legislation related to Human Resource Management.
- To develop the knowledge and skills necessary to deal with industrial relations issues in the workplace.
- Build on fundamental academic skills, such as: research in library and elsewhere; analysis and synthesis; written and verbal communication skills; report writing skills; presentation skills; self reliance and intellectual independence; time management - goal setting and planning.

HSF601 Introduction to the Knowledge Base of Futures Studies and Foresight
12.5 Credit Points • 1 Semester • Block mode - 5 days 9.30am-4.00pm • Hawthorn • Prerequisite: Nil • Teaching methods: Class sessions involving self study exercises, group discussions, external guest lecturers • Assessment: Individual assignments, Group assignment and class presentation

A subject in the Graduate Certificate, Graduate Diploma and Master of Science in Strategic Foresight.

Aims & Objectives
The purpose of this unit is to establish the disciplinary environment of futures-related enquiry within its global context. The unit outlines the core components of the knowledge base of futures studies (KBFS) and provides students with a number of ‘maps’ or guides to the territory. This foundational knowledge will allow students to locate themselves (and/or their organisations) within a disciplinary matrix and to begin the process of acquiring ‘fluency’ in futures/foresight enquiry.

After taking this unit students will be able to:
- Understand the ways that futures/foresight enquiry is grounded in specific places, ideas and methods.
- Appreciate the ways that components of the KBFS articulate together to create an effective disciplinary environment.
- Feel empowered to ‘join in the conversation’ enabled through an international futures discourse.
- Recognise how futures/foresight methods are applied in numerous contexts and what are the expected outcomes of such applications.
- Prepare to explore practical applications in specific organisational contexts.

Content
- The role of futures thinking from ancient historical times to the present.
- Emergency of the modern futures/foresight field: key institutions and people.
- The nature and operation of foresight at the human, institutional and social level.
- The process of legitimisation of futures enquiry and the development of the KBFS.
- Key components of the KBFS 1: language, concepts and metaphors.
- Key components of the KBFS 2: theories, ideas and images.
- Key components of the KBFS 3: organisations, networks and practitioners.
- Key components of the KBFS 4: methodologies and tools.
- Key components of the KBFS 5: social movements and social innovations.
- Politics and critique in futures studies/foresight.
- Cultural perspectives in futures studies/foresight.
- Key applications of futures studies/foresight work; futures studies/foresight in the global system.

HSF612 Foresight Methodologies 1
12.5 Credit Points • 1 Semester • Block mode - 5 days 9.30am-4.00pm • Hawthorn • Prerequisite: HSF601 • Teaching methods: Class sessions involving self study exercises, group discussions, external guest lecturers • Assessment: Individual assignments, Group assignment, Class presentation

A subject in the Graduate Certificate, Graduate Diploma and Master of Science in Strategic Foresight.

Aims & Objectives
The purpose of this unit is to introduce students to some of the main ‘hard’ methodologies used in the field of futures studies/foresight and to provide working experience of some of them.

After taking this unit students can expect to:
- Understand the main methodological choices facing practitioners and organisations.
Subject Details

**HSF622 Implementing Foresight**

12.5 Credit Points - 1 Semester - Block mode - five days 9.30am-4.00pm - Hawthorn - Prerequisite: Nil - Teaching methods: Class sessions involving self study exercises, group discussions, external guest lecturers - Assessment: Individual assignments, Group assignment, Class presentation

A subject in the Graduate Certificate, Graduate Diploma and Master of Science in Strategic Foresight.

**Aims & Objectives**

The purpose of this unit is to integrate the theory and practice of foresight with that of strategy. While the latter has become a "generic" activity for a wide range of organisations, foresight has not yet been widely applied to it. Briefly, the view taken here is that "foresight refreshes strategy". That is, the addition of a coherent foresight methodology: getting started, early results.

After taking this unit students will be able to:

- Understand the key drivers of change underlying the knowledge and biotechnical economy.
- Be familiar with the continuities and discontinuities of change and scenarios which build on them.
- Be aware of how things might look in the world in ten years time from a range of political, social, economic, scientific, technological, consumer and environmental perspectives.
- Be able to apply global change models to help clients explore their strategic options.

**Content**

- Background to strategic planning, why it is widely applied in the 20th century.
- An outline and critique of conventional strategic planning models and methodologies.
- Case studies: successes and failures of strategic planning.
- The dialectic of foresight and strategy, the promise of strategic foresight.
- Methods for integrating foresight and strategy.
- Foresight and organisational cultures.
- The track record of national foresight projects.
- Measuring foresight effectiveness: impacts on the bottom line.
- Competing for the future: a detailed foresight strategy.
- Fieldwork 1: designing and implementing a foresight intervention.
- Fieldwork 2: evaluating a foresight intervention.
- Strategic foresight: the vision and the reality.

---

**HSF631 Dimensions of Global Change**

12.5 Credit Points - 1 Semester - Block mode - five days 9.30am-4.00pm - Hawthorn - Prerequisite: HSF601, HSF612 - Teaching methods: Class sessions involving self study exercises, group discussions, external guest lecturers - Assessment: Individual assignments, Group assignment, Class presentation

A subject in the Graduate Certificate, Graduate Diploma and Master of Science in Strategic Foresight.

**Aims & Objectives**

The unit provides an overview of "mental models" of the future. These can be constructed at different levels of analysis, depending on the client application need. We will learn how to construct a forward view which makes sense of a myriad of pieces of information that exist about what may be happening, or what may transpire. This unit applies the methodologies of the other three units to build forward view of any topic of interest from a global level (eg world government) down to a detailed technical level (eg nanotechnology).

After taking this unit students will be able to:

- Understand the key drivers of change underlying the knowledge and biotechnical economy.
- Be familiar with the continuities and discontinuities of change and scenarios which build on them.
- Be aware of how things might look in the world in ten years time from a range of political, social, economic, scientific, technological, consumer and environmental perspectives.
- Be able to apply global change models to help clients explore their strategic options.

**Content**

- The shift from the industrial to the knowledge economy, and the emerging biotechnical economy.
- A framework for understanding the drivers of change.
- Key global scenarios - the long boom et al.
- Continuities, discontinuities and wildcards in views of the global future.
- Sector scenarios - case study - the future of education.
- Global consumer foresight - the consumer led economy.
- Global science and technology - the functionality led economy.
- The future of biotechnology.
- The future of nanotechnology.
- The future of nations.
- Fieldwork - building a client global view presentation.
- How to keep up to date - methods of maintaining a valid global view.

---

**HSF712 Foresight Methodologies 2**

12.5 Credit Points - 1 Semester - Block mode/five days - Hawthorn - Prerequisite: All Stage 1 subjects - Teaching methods: Class sessions involving self study exercises, group discussions, external guest lecturers - Assessment: Class presentations, Individual assignments, Group assignment

A subject in the Graduate Diploma and Master of Science in Strategic Foresight.

**Aims & Objectives**

The purpose of this subject is to provide students with the opportunity to explore a range of Futures/Foresight methodologies in greater depth, both via classroom experience and through a research project aimed at ‘methodological renewal’. Emphasis is placed on real world applications in a range of organisations.

After taking this subject students can expect to:

- Have a clearer grasp of the main methodological choices facing practitioners and organisations.
- Understand the uses and limitations of core methodologies and their suitability for various purposes.
- Be able to constructively critique specific examples of methodological practice.
- Demonstrate mastery of a key methodology in a real-world context.

**Content**

The first three days will introduce some more models and recent work undertaken in certain of the ‘core’ foresight methodologies discussed in HSF612. There will be a combination of lectures and practical activities.
The last two days will involve each student making a half-hour report/presentation to the whole group on their chosen methodology topic.

**HSF721  Outlook for the Early 21st Century**

12.5 Credit Points  1 Semester  Block mode/five days 9.30am-4.00pm  Hawthorn  Prerequisite: HSF721  Teaching methods: Class sessions involving self study exercises, group discussions, external guest lecturers  Assessment: Individual assignments, Group assignment, Class presentation

A subject in the Graduate Diploma and Master of Science in Strategic Foresight.

**Aims & Objectives**
The purpose of this unit is to explore the dimensions of the early 21st century from a number of viewpoint and using a number of frameworks, perspectives and approaches. The unit will sketch in a number of key areas of continuity and change thereby permitting students to understand the nature of the forward view at a global level and in a variety of contexts. It will serve to contextualise their more detailed work in other areas of foresight implementation and strategy.

After taking this unit students will be able to:
- Understand how the forward view is based on interpretative knowledge.
- Appreciate some of the key perspectives that have a major bearing upon the early 21st century.
- Identify some of the key features of the early 21st century that have human, organisational, commercial and strategic implications.
- Recognise the distinctive pattern of challenges and opportunities that characterise this period.
- Recognise specific areas where responses by people and organisations are needed.
- Appreciate in detail a number of strategic, planning and design issues that arise.

**Content**
- The nature of ‘knowledge of the future’, its uses and limitations.
- Frameworks and metaperspectives for understanding the near-term future.
- The optimistic technical perspective.
- The pessimistic technical perspective.
- The pessimistic human perspective.
- The optimistic human perspective.
- 21st century outlooks for the environment, implications for organisations.
- 21st century outlooks for business, economics, finance and globalisation.
- 21st century outlooks for trade, the third world, social justice and multicultural societies.
- 21st century outlooks for education, NGO’s and civil society.
- The key dimensions of the ‘civilisational challenge’.
- The future as challenge, opportunity and deep design.

**HSF731  Integral Futures Frameworks**

12.5 Credit Points  1 Semester  Block mode - five days 9.30am-4.00pm  Hawthorn  Prerequisite: HSF712  Teaching methods: Class sessions involving self study exercises, group workshops, practical exercise  Assessment: Individual assignments and class presentation

A subject in the Graduate Diploma and Master of Science in Strategic Foresight.

**Aims & Objectives**
The purpose of this unit is to provide an in-depth understanding of a set of conceptual frameworks in the emerging discipline of integral futures. The unit builds upon work on futures frameworks introduced in the first stage subjects. It provides participants with a set of important tools to approach foresight as both a conceptual and an active process, with a context ranging in scope from the global (macro) view to the individual and small-team (micro) view. The tools allow participants to consider the perspectives of themselves and others in foresight work and processes, and to design and implement intervention strategies in organisations for building an organisation capacity for foresight.

After taking this unit students will be able to:
- Display a deep knowledge of the exteriors and interiors of foresight and futures work and recognise the constant interplay between each.
- Understand the stages of social development and how these impact on individual and collective conceptions of the future.
- Diagnose and discuss future ‘landscapes’ from the micro-level (individual and small team) to the macro-level (global) in a way that can convey maximum meaning to an audience.
- Assemble an ‘integral’ environmental scanning frame which is organisation, context and audience specific.
- Place the foresight process within real-world organisational circumstances to ensure that maximum benefit is obtained for the organisation from foresight.

**Content**
- The four quadrants.
- The great nest of being.
- Integration of pre-modern, modern and post-modern perspectives.
- Holarchical development.
- Links to other theoreticians and related frameworks.
- The integral cycle of knowledge.
- Stages of social development.
- The clash of civilisations.
- The importance of the scanning frame as an input into foresight processes.
- All quadrant, all level, all line environmental scanning.
- Foresight as the key to organisational viability.
- Designing a foresight intervention in your organisation.

**HSF751  Specialist Topic or Intervention Project**

12.5 Credit Points  1 Semester  Hawthorn  Prerequisite: HSF712  Teaching methods: Private research  Assessment: Project(s)

A subject in the Graduate Diploma and Master of Science in Strategic Foresight.

**Aims & Objectives**
The purpose of this subject is to provide suitably advanced and qualified students with the opportunity to specialise in an applied foresight-related topic or project, to allow and encourage independent research in the area of applied foresight and to allow students flexibility in their progress through the field of study and application.

**Content**
The maximum length of the final assignment is 7,000 words. A written research proposal of approximately 1,000 words will also be prepared in the research planning phase and most of this writing will be incorporated in the final assignment.

**HSF812  Advanced Professional Practice**

12.5 Credit Points  1 Semester  Hawthorn  Prerequisite: HSF712  Teaching methods: Class sessions involving self study exercises, group discussions, external guest lecturers  Assessment: Class presentations, individual assignments, Group assignment

A subject in the Master of Science in Strategic Foresight.

**Aims & Objectives**
This subject faces the student with the challenge of designing and running a foresight activity as part of a small team. It builds upon and integrates other subjects already taught in earlier years of the Masters program. The context, the design and the implementation of techniques and execution of foresight engagements in general will be explored through presentations and discussions with expert practitioners. A brief for a foresight engagement will be given to small student groups in the class on the morning of the first day. From further elaboration of the brief, together with private research, teamwork and learning from master practitioners, a specific foresight engagement will be designed and run by each team of students.

After taking this subject students will:
- Be able to design a foresight activity framed around a specific brief at short notice.
- Consolidate their understanding through experiential learning of the tools and methodologies available for strategic foresight implementation.
- Be able to facilitate the client group’s comprehension of a complex issue and to arrive at relevant policy recommendations.
• Be able to build the practitioner's own knowledge and experience of the group dynamics which contribute to an effectively functioning team.

**HSF813 Specialist Topic or Intervention Project 1**

12.5 Credit Points  • 1 Semester  •  Hawthorn  •  Prerequisite: HSF712  •  Teaching methods: Private research  •  Assessment: Project(s)  

A subject in the Master of Science in Strategic Foresight.

**Aims & Objectives**  
This subject is for students to have the opportunity to specialise in an applied foresight related topic or project.

**Content**  
The maximum length of the final assignment is 7,000 words. A written research proposal of approximately 1,000 words will also be prepared in the research planning phase and most of this writing will be incorporated in the final assignment.

**HSF814 Sustainability and the Triple Bottom Line**

12.5 Credit Points  • 1 Semester  •  Block mode/ five days  •  Hawthorn  •  Prerequisite: HSF712  •  Teaching methods: Class sessions involving self study exercises, group discussions, external guest lecturers.  •  Assessment: Class presentations, individual assignments, Group assignment  

A subject in the Master of Science in Strategic Foresight.

**Aims & Objectives**  
This subject explores the Triple Bottom Line as a sustainability paradigm which can transform the way an organisation operates in the 21st Century. It both teaches the principles and practices of this exciting new way of thinking.

**Content**  
The student will be required to prepare a business case for their highest-level organisational report including:

• Making the case for why a change from the present is necessary.
• The vision/image/future that the organisation should move towards.
• The basis upon which you consider that the organisation has the potential to reach this vision/image/future.
• A demonstration of the insight about how the present came into being and how the prior needs of the organisation can be encompassed in the new.
• A plan for how the change would be brought about. What policies, structures, reporting, budgeting and processes would have to become, how they would be changed and when they would be changed.
• A design for a process to communicate, support and consolidate the change process so that current needs are still met as people are supported and informed as the future state is reached.

**HSF815 Specialist Topic or Intervention Project 2**

12.5 Credit Points  • 1 Semester  •  Hawthorn  •  Prerequisite: HSF712  •  Teaching methods: Private research  •  Assessment: Project(s)  

A subject in the Master of Science in Strategic Foresight.

**Aims & Objectives**  
This subject is for students to have the opportunity to specialise in an applied foresight related topic or project.

**Content**  
The length of this assignment is approximately 7,000 words. A written research proposal of approximately 1,000 words will also be prepared in the research planning phase and most of this writing will be incorporated in the final assignment.

**LEB500 Managing the Transition to eBusiness**

12.5 Credit Points  • 12 Weeks or equivalent  •  Total study time at least 120 hours, Online weekly chat sessions 12 hours optional class time or weekday classes (twelve) 30 hours class time or Saturday seminars (six) 30 hours class time  •  Lilydale;Online  •  Prerequisite: Nil  •  Teaching methods: Weekday Classes (Weekly) or Saturday Seminars (Fortnightly) or Online with Support of an eCoach  •  Assessment: Short Papers: eBusiness Model Report and Brain Map Report; Strategic Plan or Project, Background Research on an eBusiness Transition Issue, Strategic Plan or Project Management Plan (Work-based or Case-based)  

A subject in the Graduate Certificate of Business (eBusiness and Communication).

**Aims & Objectives**  
This subject will take a theoretical and practical approach to introducing workplace managers to the issues arising during the transition to eBusiness. It will focus in particular on strategic planning, team and self-management in eBusiness workplace situations.

On completion of this subject students will be able to:

• Describe and apply techniques for managing in an eBusiness environment.
• Understand the issues relating to successful transition from traditional to eBusiness practices.
• Prepare a strategic business plan, including an eBusiness model.
• Prepare a project management plan for an eBusiness transition.
• Explain the processes and importance of people skills in a virtual workplace.

**Content**  
• Managing change, innovation and sustainability, and managing oneself.
• eBusiness modelling and strategic eBusiness planning.
• The virtual workplace - teams, coaching and leadership.
• Project and risk management.

**Reading Materials**  


Schneider, GP & Perry | T 2000, Electronic Commerce, Thomson Learning, Canada.


In addition students will be directed to relevant websites and encouraged to research other online resources.

**LEB501 Communication and Electronic Culture**

12.5 Credit Points  • 12 Weeks or equivalent  •  Total study time at least 120 hours, Online weekly chat sessions 12 hours optional class time or weekday classes (twelve) 30 hours class time or Saturday seminars (six) 30 hours class time  •  Lilydale;Online  •  Prerequisite: Nil  •  Teaching methods: Weekday Classes (Weekly) or Saturday Seminars (Fortnightly) or Online with Support of an eCoach  •  Assessment: Investigative Report on Electronic Communication, Communication Styles and Intercultural Communication Report, Investigative Report on Website Communication or Communication Design Report  

A subject in the Graduate Certificate of Business (eBusiness and Communication).

**Aims & Objectives**  
This subject will take a theoretical and practical approach to introducing workplace managers to the issues arising during the transition to eBusiness. It will focus in particular on strategic planning, team and self-management in eBusiness workplace situations.

On completion of this subject students will be able to:

• Understand new communications paradigms, in particular print to online modes.
• Use electronic deliveries for excellent online communication at both a personal and business level and develop a practical understanding of online communication strategies.
• Understand the conceptualisation, development and implementation of programs for learning and training in the information age.
• Produce specific case studies in effective online communication.

**Content**  
• New Communications Paradigm: Print to Online.
• Textuality to Discourse in Cyberspace.
• Excellent Online Communication.
• Developing Online Communications Strategies.
Reading Materials
Stamper, DA 1999, Business Data Communications, Addison Wesley, USA.

In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB502 Business Information Systems and Technology for Managers

12.5 Credit Points • 12 Weeks or equivalent • Total study time at least 120 hours.
Online weekly chat sessions 12 hours optional class time or Weekend classes (twelve) 30 hours class time or Saturday seminars (six) 30 hours class time. 
Liydall,Online • Prerequisite: Nil • Teaching methods: Weekday Classes (Weekly) or Saturday Seminars (Fortnightly) or Online with Support of an eCoach • Assessment: Background Research Report on an eBusiness issue with an Information Technology Focus, Innovative Information Systems Applications in the Workplace, Syndicate Report and Presentation illustrating How Internet Commerce can be used to Complement and Add Value to Business Transactions and Trade

A subject in the Graduate Certificate of Business (eBusiness and Communication).

Aims & Objectives
This subject aims to provide a practical strategic and operational orientation to the effective management of information resources, new technologies and communication networks. Emphasis is placed on the innovative and cost effective use and application of web based information technology necessary to remain competitive in any eBusiness enterprise.

After completing this subject students will be able to:
- Identify the strategic use of information systems in organisations, particularly the role of information systems play in facilitating eBusiness process engineering;
- Explain the fundamentals of network computing and the various applications of telecommunications (Internet, intranet and extranet) to eBusiness and its impact on individuals, groups and society;
- Discuss the many ways information systems can be integrated, and then used to: (a) support day-to-day operations of an eBusiness and (b) facilitate more effective decision-making, problem-solving and data and knowledge management;
- Address and articulate the major issues of information system planning, implementation, maintenance and continual improvement in an eBusiness environment.

Reading Materials

In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB503 The eBusiness Environment

12.5 Credit Points • 12 Weeks or equivalent • Total study time at least 120 hours.
Online weekly chat sessions 12 hours optional class time or Weekend classes (twelve) 30 hours class time or Saturday seminars (six) 30 hours class time. 
Liydall,Online • Prerequisite: Nil • Teaching methods: Weekday Classes (Weekly) or Saturday Seminars (Fortnightly) or Online with Support of an eCoach • Assessment: Short Papers of Reflection, Insight or Analysis, A Research Report on a Significant Issue of eBusiness Environment, A Business Plan for a Specific Type of Business – Demonstrating Understanding of the eBusiness Environment
A subject in the Graduate Certificate of Business (eBusiness and Communication).

Aims & Objectives
This subject expands the concept of eBusiness generally associated with merchandising and the exchange of business information and data, to encompass a wide range of other on-line business activities such as delivering web-based training and development programs. The concept has expanded to encompass the total business environment and investigates, both from a theoretical and practical way, the nature and implications of eBusiness and its eBusiness environment.

The subject aims to explore four main aspects of the eBusiness environment:
- Survey key literature in the theory and practice of eBusiness.
- Explore trends in eBusiness, examine successful case studies and discuss expected changes to the business environment.
- Position managers and other key people in the workplace to develop effective eBusiness strategies or tactics for their own workplace.
- Introduce key eBusiness strategies in the areas of the Internet and Information Technology, eMarketing, Regulation and eCommerce.

Reading Materials

In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB504 eBusiness and Communications Project

12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • Online • Prerequisite: Nil • Assessment: Project Report, Project Proposal, Project Implementation
A subject in the Graduate Certificate of Business (eBusiness and Communication).

Aims & Objectives
This subject will enable students to bring together their theoretical and practical understanding of eBusiness processes, systems and technologies and apply this understanding to an appropriate work-based project. Through this learning experience electronic communications students will develop (a) the process and procedural skills of systematic and scientific enquiry relevant to small work-based projects and (b) expertise in applying these skills in seeking sustainable, cost-effective and practical solutions to real-world eBusiness problems or issues.

After completing this subject students will be able to:
- Identify, scope and specify an eBusiness problem or issue for solution or analysis.
- Develop a detailed project proposal, including a project management plan.
- Implement a project to a specified stage of completion.
- Report on the supporting activities, including research, necessary for project design and implementation of eBusiness solutions in relation to sustainability and cost-effective performance in the workplace.

Content
Participants will consult with supervising staff at regular intervals. An interactive project subject website will provide an online communications environment which will facilitate interaction between fellow learners and staff. Through online discussion forums, synchronous chat room, bulletin board and upload facilities of
LEB505  eBusiness Virtual Learning Project

12.5 Credit Points  • 12 Weeks or equivalent  •  The equivalent workload of 120 hours  •  Online  •  Prerequisite: Nil  •  Teaching methods: Students will consult with supervising staff at regular intervals. A subject website will provide a communications environment with staff and fellow students in which issues or problems can be shared and addressed.  •  Assessment: Project Proposal, Project Report, Project Implementation

A subject in the Graduate Certificate of Business (eBusiness and Communication).

Aims & Objectives

This subject aims to provide a practical learning experience for those with responsibilities associated with managing the transition from traditional approaches to education, training and development to delivering digitally. Through this project, address the context, policy issues, the guiding principles, best practice and a new range of skills required to successfully design and implement the new Web-based learning technologies. Participants will be able to develop a set of functional skills and abilities that are required to assess the design, development, costing, implementation and evaluation of delivering digital learning in the workplace. As well, this subject provides a hands-on experience in applying these skills and abilities in seeking sustainable, cost-effective and practical design solutions to virtual learning project problems and issues. Projects may include designing and building interactive programs using Web technology and tools or multimedia software. A wide variety of forms of outcomes may be submitted and students will be encouraged to use a sound mix of creativity, realism and critical analysis, informed by relevant research and prior experience.

After completing this subject students will be able to:

• Identity, define and specify an eBusiness virtual learning problem or issue for solution or exploration and analysis.

• Develop a project proposal, including a project management plan.

• Implement a project to a specified stage of completion.

• Report on the supporting activities, including research, that support the project design and implementation in relation to sustainability, cost-effectiveness and being a practical solution.

Content

Context: Knowledge of media concepts and technologies; forces driving change in education, training and development; learning in an electronic environment; best practice and quality frameworks.

Implementation: Cost differences between traditional and digital delivery; learning as an investment, not a cost; re-engineering of business infrastructures; re-skilling and supporting staff; reorientation of program delivery, re-designing support services and evaluation processes; phases in managing the transition.

The future: Drives of change, new digital technologies; new global players in the learning and information delivery enterprise.

Reading Materials

Depending on the project, references will build on those used for other subjects. In addition students will be directed to undertake a literature search, including the World Wide Web and other online resources.


In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB506  Finance for eBusiness Managers

12.5 Credit Points  • 12 Weeks or equivalent  •  Total study time at least 120 hours. Online weekly chat sessions 12 hours  •  Lillydale  •  Prerequisite: Nil  •  Teaching methods: Online with Support of an eCoach  •  Assessment: Report on the Relationship Between Finance and Strategic Planning, Reading Financial Reports and Related Research, Finance Report

A subject in the Graduate Certificate of Business (eBusiness and Communication).

Aims & Objectives

The purpose of this subject is to ensure that managers can read financial statements and obtain information relevant to decision-making and problem-solving from accounting information systems. The underlying premise of this subject is to adapt and benefit from the changes involved in eBusiness in an active learning mode rather than a ‘wait and see and then catch up’ approach. The emphasis in learning activities is on practical tasks of immediate and long-term benefit, soundly based on useful business concepts and processes.

After completing this subject students should be able to:

• View the world of business and operations through a financial lens.

• Explain the relationship between finance and business strategy.

• Read financial reports and understand the way they represent operating activities.

• Apply techniques of asset management, investment value and best value performance.

• Supply relevant and timely information for management decision-making.

• Describe the nature and importance of sustainability and the triple bottom line.

• Apply the basic concepts and principles of activity-based costing to simple cases.

Content

• Manager’s roles, accounting systems and financial reports.

• Operating statements, cash flow management and budget reports.

• Cost drivers, budgeting and analysis of variance.

• Activity-based costing and management.

• Key performance indicators: bottom line, inputs, outputs and benefits to society.

Reading Materials


In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB507  Designing Multimedia Presentations for Business

12.5 Credit Points  • 12 Weeks or equivalent  •  Total study time at least 120 hours. Online weekly chat sessions 12 hours  •  Online  •  Prerequisite: Nil  •  Teaching methods: Online with Support of an eCoach  •  Assessment: Develop a strategy to measure information communication, Participation in student displays and virtual tutorials, Production of a multimedia presentation for business management purposes

A subject in the Graduate Certificate of Business (eBusiness and Communication).
Aims & Objectives

This subject will explore, using a reflexive and practical approach, multimedia presentation tools such as PowerPoint for business communication. Multimedia presentation pertinent to the varied roles of business professionals will be explored.

After completing this subject students will be able to:

- Define and discuss the purpose and process of information communication.
- Define and discuss communication (behaviour, cognitive, attitudes and values) as an influence.
- Understanding how writing for electronic presentation tools offers different opportunities from traditional writing/presentation tools.
- Interpret and communicate your specific workplace issues as they relate to presentation of information.
- Scripting for integration of multiple electronic applications.
- Recognising good design in effective electronic communication.

Content

- Extension of existing skills in communication and presentation into multimedia.
- Information semiotics.
- The practice of electronic communication and its relationship with multimedia and communication theories.
- Pre-planning, design, production, testing and updating of multimedia business presentations.
- Defining strategies and best practice to evaluate and produce multimedia presentations.

Reading Materials


Lehman, C 2000, Creating Dynamic Multimedia Presentations Using Microsoft PowerPoint, South-Western College Publishing, USA.

Neillson, J 2000, Designing Web Usability, New Riders, USA.


In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB508 Sustainability, eBusiness and Triple Bottom Line

12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • Online • Prerequisite: Nil • Assessment: Short Papers, Research Report, Workplace Application

A subject in the Graduate Certificate of Business (eBusiness and Communication).

Aims & Objectives

This unit explores the triple bottom line as a sustainability paradigm which can transform the way an organisation operates in the 21st century. It teaches both the principles and practices of this exciting new way of thinking and also enables the student to apply the TBL to a group or organisation.

- Understand the sustainability paradigm and its manifestation in the triple bottom line.
- Study examples around the world of this principle being applied in measurement approaches.
- Be able to design a TBL application in an organisation.
- Study the implications for the global economy and society of widespread adoption of sustainability practices.

Content

- A Brief History of the World.
- Evolution of Capitalism.
- The Environmental Crisis.
- Mental Model 1.
- The Emergence of Mental Model 2: The Environmental Paradigm.
- The Social Responsibility Paradigm.
- The Triple Bottom Line.
- Drivers of Change.
- Corporate Crises: Cases.
- Stakeholder Dialogue Processes.
- The Emergence of TBL Indicators.

Reading Materials


Gray, R, Owen, D & Manners, K 1987, Corporate Social Accounting, Prentice Hall, New J ersey.


In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB509 Learning Organisations and Systems Thinking

12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • Lilydale • Prerequisite: Nil • Assessment: Individual Insight and Reflection papers, Group Work-based Project. Application Plan / Project Proposal for Work-based Implementation.

A subject in the Graduate Certificate of Business (eBusiness and Communication).

Aims & Objectives

This subject aims to encourage a holistic and organisational view of learning and information for the purpose of improved business performance. It explores systems thinking, covering the aspects of its nature, importance and benefits to contemporary management and business performance and to use some of the tools of systems thinking to improve managerial practice.

After completing this subject students will be able to:

- Explain the nature and benefits of an organisation operating as a learning organisation.
- Understand the process of establishing and maintaining a learning organisation.
- Apply the tools of systems thinking to problems in a workplace in ways that lead to improved performance and sustainability.
- Analyze workplace activities in terms of systems and begin to develop ideas for using the Internet to add value to customers and achieve the organisation’s objectives more efficiently.

Content

- Learning organisations and the roles of the manager.
- Macro systems thinking models, system architecture design and open systems approach.
- System dynamics fundamentals, object-oriented analysis and design.
- Policy development and management of change.
- Personal productivity, W W W, Internet and PC-based systems.

Reading Materials


Students will be directed to relevant websites and encouraged to research other online resources.

**LEB600 eBusiness Design for Competitive Advantage**

- 12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • Lilydale, Online • Prerequisite: LEB500 or equivalent • Teaching methods: Seminar or Online • Assessment: Topic Presentation, Website Evaluation, Business Models, A mix of Individual and Group Assignments

Aims & Objectives

This subject addresses the new business models developing in response to information technology and telecommunications change. It will focus on eBusiness re-engineering through process innovation and the use of information technology for the purpose of gaining competitive advantage.

After completing this subject students will be able to:

- **Describe** the shift from eCommerce to eBusiness.
- **Apply** the principles of eBusiness re-engineering to a business within a familiar industry.
- **Scan** the eBusiness environment and identify eBusiness trends.
- **Explain** how eBusiness models can be used for competitive advantage and sustainability.
- **Develop** strategies for process innovation and apply new models of management.
- **Use** change management techniques in the context of eBusiness.

Content

- eBusiness as eBusiness: history, distinctions and future directions.
- Re-engineering business: a strategic structural process involving new ways of thinking.
- Readiness, flexibility, decision-making and strategic resource planning.
- Process innovation, entrepreneurship and competitive advantage.
- Object-oriented methodology, change management and eBusiness strategy, flexibility, decision-making and strategic resource planning.

Reading Materials


Students will be directed to relevant websites and encouraged to research other online resources.

**LEB601 eMarketing and Customer Relationship Management**

- 12.5 Credit Points • 12 Weeks or equivalent • Total study time at least 120 hours.

Online weekly chat sessions 12 hours or Weekday classes (twelve) 30 hours class time or Saturday seminars (six) 30 hours class time • Lilydale, Online • Prerequisite: LEB500 or equivalent • Teaching methods: Weekday Classes (Weekly) or Saturday Seminars (Fortnightly) or Online with Support of an eCoach • Assessment: Three Individual eMarketing Short Reports, Individual Research or Emarketing Application Report, Syndicate or Individual CRM Application Report

A subject in the Graduate Diploma of Business (eBusiness and Communication).

Aims & Objectives

This subject addresses the new eMarketing models developing through the use of information technology and telecommunications. It will focus on eMarketing re-engineering through process innovation and the use of information technology for the purpose of gaining competitive advantage.

After completing this subject students will be able to:

- **Present** a convincing case for implementing an eMarketing strategy for a business.
- **Recognise** generational trends from customer contact and care to customer profiling from supplier perspective, customer relationship management and customer-managed relations.

Content

- eBusiness trends and their influence on marketing management and practice.
- Customer relationship marketing.
- Selling-chain management.
- eMarketing strategies and implementation.
- Roles of call and multimedia technologies, data warehousing and mining tools.
- Customer salience and concepts of customer loyalty.

Reading Materials


Petersen, GJ 1999, Customer Relationship Management Systems: ROI and Results Measurement, Strategic Sales Performance, USA.


In addition students will be directed to relevant websites and encouraged to research other online resources.

**LEB602 Managing Strategic Cost and Performance in eBusiness**

- 12.5 Credit Points • 12 Weeks or equivalent • Total study time at least 120 hours.

Online weekly chat sessions 12 hours or Weekday classes (twelve) 30 hours class time or Saturday seminars (six) 30 hours class time • Lilydale, Online • Prerequisite: LEB500 or equivalent • Teaching methods: Weekday Classes (Weekly) or Saturday Seminars (Fortnightly) or Online with Support of an eCoach • Assessment: Strategic Plan, Presentations, Strategic Cost Management Plan

A subject in the Graduate Diploma of Business (eBusiness and Communication).

Aims & Objectives

This subject is designed for eBusiness managers and takes a strategic and holistic view of cost and performance management in an eBusiness environment. It introduces a strategic management model and system evaluation process that can be applied to address the long-term implications of cost behaviour in relation to key business issues. This model is applied to managing costs of quality, environment and knowledge. Techniques emerging from particular business cultures and environments are examined, including target costing, benchmarking, Balanced Scorecard and knowledge management. The relationship between models of analysis and decision support systems is examined.

After completing this subject students will be able to:

- **Describe** how to take a strategic approach to cost management.
- **Apply** strategic cost management techniques to improve future performance.
- **Understand** the nature and role of decision support systems for performance improvement.
- **Design** systems that meet the needs of strategic decision-makers.

Content

- Strategic cost management models and applications.
- Decision support systems.
- Profitability analysis, target costing and Balanced Scorecard.
- Supply chain management and benchmarking.
- Procurement cost management and just-in-time systems.
- System design for cost and performance management with an eBusiness focus.

Reading Materials

LEB603 Managing Human Resources in eBusiness Environments

12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • Lilydale; Online • Prerequisite: LEB500 or equivalent • Assessment: Short Papers, Case Studies, Strategic Plan
An elective subject in the Graduate Diploma of Business (eBusiness and Communication).

Aims & Objectives
Managing Human Resources in eBusiness considers the nature of work and the competencies of people in the new economy, the challenges to traditional organisational structures and the emergence of what has been termed agile organisations. It looks at innovation and the creation of knowledge, the ways in which people can be attracted, retained and rewarded so that competitive advantage can be sustained. The concepts of productivity and trust are examined with particular relevance to agile organisations, together with the questions of both personal growth and organisational transformation. An integrative approach is taken to the problems of managing people and to developing a framework that supports both personal and organisational development, technology and change.

After completing this subject students will be able to:
- Describe the implications of an eBusiness environment for human resource management and explain the concept of ‘organisational agility’ and its implications for management.
- Understand how to apply different management styles, skills of influence and systems in taking an integrative approach to managing people, technology and change.
- Understand relevant Australian legislative requirements.

Content
- Integrative approaches to managing people, technology and change.
- Knowledge management, innovation, entrepreneurship and lifestyle.
- Managing downside human costs related to continuous and significant change, rapid response, service automation and outsourcing.
- Impact of technology on organisations, and implications for organisational behaviour.
- Managing and leading human capital, the challenge of innovation.

Textbook
Stephen, L & Von Glinow, M A 2000, Organisational Behaviour, Irwin/McGraw Hill, Boston (This is the key text for the course and is supported by significant online resources).

In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB604 Research Methods for eBusiness and Communication

12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • Lilydale; Online • Prerequisite: LEB500 or equivalent • Assessment: Project Report, Project Proposal, Project Implementation
An elective subject in the Graduate Diploma of Business (eBusiness and Communication).

Aims & Objectives
This subject will enable students to bring together their theoretical and practical understanding of a problem or issue related to eBusiness and electronic communications in the context of a specific workplace. Each student will prepare a customised project proposal in consultation with staff and then implement their proposal. The learning focus for this subject is on developing business research skills to underpin the taken approach to a work integrated project. Learning will be demonstrated by applying these skills to a selected project to the extent possible, within the subject workload plus any work time committed to the project.

After completion of this subject students will be able to:
- Review the major themes running through the course, including innovation, strategic thinking and management, communication and electronic culture, technology and information systems, multimedia, eBusiness and sustainability.
- Identify, scope and specify an eBusiness problem or issue requiring a research-based approach.
- Build a research base to inform the focus, conceptual framework, design and implementation of a work integrated project.
- Develop a project proposal, including a project management plan.
- Implement the project to a stage defined by a specified set of deliverables.

Content
- Research methodology.
- Project identification, specification and proposal writing.
- Conceptual frameworks, literature search and review and intelligence gathering.
- Research design, questionnaire development and testing, data analysis and interpretation.
- Research project management.

Reading Materials

Depending on the project, references will build on those used for other subjects. Students will be directed to undertake a literature search, including the Internet and other online resources.

LEB607 Multimedia for Website and CD-ROM Development

12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • Lilydale; Online • Prerequisite: LEB507 or equivalent • Assessment: Research Proposal, Project Implementation
A subject in the Graduate Diploma of Business (eBusiness and Communication).

Aims & Objectives
This subject will explore the purposes, conceptual frameworks, design features and pre-production planning tools relating to electronic media design and development. Case study website and CD-ROM production using a variety of multimedia tools. Exploration of the relationship between print and electronic writing and developing this into a multimedia framework.

Students will develop an understanding of and skills in:
- Preparing information for use in a range of presentation media.
- Using electronic multimedia tools such as desktop publishing, PowerPoint and website development.
• Storyboarding and designing textuality for best practice communication.
• Becoming comfortable in both concepts and practice of interactive multimedia.
• Proficiency in one or more multimedia tools.

Content
• Communications theories (informational and technological) and their application and practices. This will include theories about culture, multimedia, textuality and discourse.
• Extending skills in effective communication strategies.
• Advanced understanding and use of multimedia tools.
• Develop a global and cultural awareness and an inclusive attitude when producing multimedia communications.
• Develop an awareness of human-computer interaction.

Reading Materials
Arnold, J., Green, D. & Vigo, K. 2000, Australia’s Cultural Dreaming, CD-ROM, Swinburne University of Technology.

Students will be directed to multimedia tools manuals, relevant websites and other online resources.

LEB700 Strategic Transformation and Entrepreneurial eBusiness

12.5 Credit Points  - 12 Weeks or equivalent  - 30 Hours or equivalent  - Llydale/Online  - Prerequisite: LEB600 or equivalent  - Assessment: Insight Paper on an eCommerce Issue (Individual), Reflective Paper on your Identity as a Manager in relation to Technology and Information, Research Report, Virtual Community Applications in the Workplace

A subject in the Master of Business (eBusiness and Communication)

Aims & Objectives
Given the transformational change required to operate as a global eBusiness and the ongoing necessity for rapid incremental change, entrepreneurial activity is increasing with both high rewards and disasters being widely reported. Earlier studies have addressed the challenges of making the transition to eBusiness. This subject provides the challenge of being entrepreneurial and creative in relation to the emerging patterns of change and generation of opportunities.

Many of the spectacular cases of emergence, exponential growth and rapid demise will be studied in order to apply your understanding of the nature of eBusiness development and the drivers of success and financial benefits in the context of eBusiness. Currently managers are exploring and seeking answers to the requirements and success factors for managing new ventures in the eBusiness environment.

In studying this subject students will:
• Analyse the driving forces for success and the impact of electronic commerce in multi-unit international businesses.
• Analyse eCommerce case studies applying eCommerce in different industries.
• Express ideas and implement management roles using interactive multimedia tools.
• Provide an opportunity for students to work in a team to capture and elaborate an eCommerce idea, develop a strategic plan and begin to develop some of the components that would be required to convince other parties to support the new venture.

After completing this subject students will be able to:
• Understand the importance of entrepreneurship and ongoing innovation in eBusiness success.
• Develop the skills required to integrate the management demands relating to technology and information systems in a complex organisation.
• Develop an identity as a technology and information-enabled manager ready to manage technology and information across a complex enterprise operating in a global market.
• Apply and integrate knowledge and management skills to an eBusiness venture.
• Assess strategic opportunities giving attention to people, technology, process, environment and changing trends.
• Explore the fundamentals of expert and intelligent systems and decision support systems.
• Understand and apply systematic approaches with flexibility to a range of information technology and computing resource management functions.

Content
A broad view is taken of technology and information systems including:
• Success drivers in eCommerce and the far-reaching impact of its application on business.
• Retailing and eCommerce, Internet consumers and customer relationship management.
• eMarketing and eCommerce for service industries.
• Business-to-business eCommerce, government-to-business and government-to-consumer.
• Electronic payment systems, eCommerce strategy and implementation.
• Infrastructure of eCommerce, virtual communities.
• Expert and intelligent systems, decision support technologies including machine learning, data mining and discovery, creativity, intelligent modelling and model management.

Reading Materials
Hanson, W. 2000, Principles of Internet Marketing, South-Western College Publishing, Cincinnati, Ohio.
Tiernan, B 2000, E-Corbing; Dearborn Kaplan, Chicago.

In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB701 Virtual Communities - eBusiness and Society

12.5 Credit Points  - 12 Weeks or equivalent  - 30 Hours or equivalent  - Llydale/Online  - Prerequisite: NIL  - Teaching methods: Seminar or Online  - Assessment: Search for and report on the nature, functions and practice of three virtual communities, Research report, Application of a model, evaluation method, system of analysis to a virtual community or development of a management plan for an eBusiness or other virtual community.

A subject in the Master of Business (eBusiness and Communication)

Aims & Objectives
This subject examines diverse virtual community case studies for the purpose of developing an understanding of the nature of virtual communities, and how they can be used to enhance business relationships (customers, suppliers, alliances and internal) These communities exist in the new digital domain and in the minds and experience of participants. They fulfill many different purposes and generate new opportunities, reaching beyond local geographic areas. They use electronic mail for chat rooms, bulletin board and forums. Online access is commonly provided through websites and portals, and this easily identified entry enables collaborative activities to occur at lower cost than traditional methods. Rhetoric,
vision and questions abound in this field of study. Answers are scarce and often lack supporting evidence and a theoretical basis.

After completing this subject participants will be able to:

- Describe a variety of virtual community models and identify key performance indicators.
- Evaluate the performance of virtual communities and understand the alternative models of operation and methods of management.
- Apply the virtual communities principles to business environments to enhance effectiveness in managing business relationships.
- Apply action research methodologies to virtual communities to inform policy development and management tools for more effective implementation of virtual communities.
- Contribute to a virtual communities knowledge base established in conjunction with the Centre for eBusiness and Communication.
- Understand the key drivers for optimising virtual community performance and define strategies, development plans and models for the management of virtual communities.
- Outline useful research processes and problem-solving models for application within digital worlds in relation to eBusiness, communications, community and learning.
- Select and evaluate useful technologies and tools for virtual community management.

Content

- Conceptual frameworks and definitions of virtual communities.
- Key factors of influence and drivers of effective performance.
- Schema for analysing the operation of virtual communities and networks, including their nature, stage of development and performance measurement.
- Evaluation of virtual communities from different stakeholder perspectives.
- Relationships between virtual and real communities, and virtual communities and real people, in business and society.
- Technology, tools and systems underpinning virtual community operations.

Reading Materials

Electricminds: http://www.minds.com/
Future Culture: http://www.eerie.fr/~alquier/Cyber/culture.html

In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB702  Building an Integrated eBusiness Infrastructure

12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • LiydaleOnline • Prerequisite: Nil • Assessment: Project Brief to the Board of Directors, Report on Building the eBusiness, Reflection of Learning in Relation to Asking the 'Right (Creative) Questions'

A subject in the Master of Business (eBusiness and Communication).

Aims & Objectives

This subject bridges the gap between IT infrastructure, eCommerce and knowledge-based frameworks to build an eBusiness. The subject extends earlier studies in eBusiness modelling and design, and takes strategic transformation and entrepreneurial eBusiness to the next stage. It goes beyond theory to implementation in the broadest sense, by engaging the student as the decision-maker, offering advice for designing interrelated strategies focused on customer relationships, resource planning, order management, supply chains, and on evaluating investments needed to make them a reality. The purpose is to answer the many questions posed by management during the process from idea to investment and implementation of a decision. The approach taken in the subject is for participants to build an eBusiness to the stage where it is ready to go to the Board for decision purposes. An important skill for students in this process is to pose the right questions.

A sample of questions that might be asked include:

- What are the key characteristics of the industry environment that will influence success?
- What is the eBusiness model that will generate competitive advantage?
- Will the current IT infrastructure be modified or will new solutions be created?
- What will you invest in, and how will you sequence your decisions when each framework takes three years to implement?
- How will the inter-related frameworks of CRM, resource planning, order management, supply chain, knowledge management, evaluation of investments be integrated?
- What changes are needed to ensure cohesive management of implementation?
- How will the contributing players work together for eBusiness blueprint planning?
- How will priorities be addressed?
- How will the business case and investment justification be developed?
- How will implementation planning, application development and deployment be managed?
- What dimensions will be addressed in assessing feasibility?
- How will the stakeholder buy-in be achieved?
- What are the critical drivers for rapid and successful implementation and deployment?

Reading Materials


In addition students will be directed to relevant websites and encouraged to research other online resources.

LEB704  Community, Sustainability and Multimedia Project

12.5 Credit Points • 12 Weeks or equivalent • 30 Hours or equivalent • Online • Prerequisite: LEB604 or equivalent • Assessment: Project or Research Proposal, Project Script or equivalent, or Research Design and Ethics Application, Project Deliverables or Research Report

A subject in the Master of Business (eBusiness and Communication).

Aims & Objectives

The purpose of this project-based subject is to enable each participant to integrate their learning by planning, researching, designing, building and
implementing (as appropriate) a workplace project relating to community, sustainability and multimedia. It is intended to be a creative skills and design subject and the approach taken will be soundly research based and appropriately contextualised to the specific environment within which the project resides. Preparation for this project will have occurred in earlier subjects, in interactions with other participants and in the holistic lifelong learning experienced and reflected upon by the learner. Team projects will be considered, but an additional reflective report focused on the individual’s learning with relevant links to sections of the assessment deliverables will be required.

**Content**
- Preliminary project identification, skill needs analysis, intelligence and literature search.
- Skills development plan and implementation.
- Project script or equivalent.
- Completion of deliverables on time, within budget and professional quality.

**Reading Materials**

The student will select project-specific references. This forms an important part of the project development and design process. Students will be directed to relevant websites and encouraged to research online resources.

**LEB705 Interactive Multimedia Production for Business**

12.5 Credit Points - 12 Weeks or equivalent - 30 Hours or equivalent - Online - Prerequisite: LEB507 and LEB607 or equivalent - Assessment: Pre-production Proposal, Production Prototype and Scripts, Prototype Evaluation and Production Enhancement Cycle

A subject in the Master of Business (eBusiness and Communication) graduates to meet current industry employer requirements, an effective eBusiness environment necessitates the capacity of positive leadership and diversity management. It enables competitive advantage to be gained through opportunity recognition and entrepreneurial skills. It encourages creativity, risk evaluation, scenario building and development of risk management strategies. Effective technical communications, including persuasion and negotiation, are essential to the sustainable eBusiness enterprise. Research highlights the need of managerial entrepreneurial competencies in order for eBusiness to be taken to the next level. Individuals, teams and groups who possess these skills can build and implement successful eBusiness enterprises. An experiential approach is taken as participants reflect on their personal learning journey, considering concepts and models that may be applied to enable effective enterprise management. The subject is designed to empower Master of Business (eBusiness and Communication) graduates to meet current industry employer requirements, including those of entrepreneurial competencies.

**Content**
- Integrating learning and experiences gained from M aster of eBusiness and Communication subjects;
- Individual attribute and skill recognition;
- Holistic approach to learning and business;
- Life Long Learning for the individual's social, community and professional development;
- Olympic Entreprenues eBusiness M anager profile map 20%, Reflective Journal Summaries 20%, Reflective Summary 20%, Enhanced Entreprenues eBusiness M anager profile 40%

A subject in the Master of Business (eBusiness and Communication) graduates to meet current industry employer requirements, including those of entrepreneurial competencies.

**References**
- Arnold, J., Green, D & Vigo K 2000, Australia's Cultural Dreaming, CD ROM, Swinburne University of Technology.

This site is designed as a guide to enable performing arts companies and individuals to explore these issues and develop their own digital products. It includes detailed information about copyright issues specific to the performing arts as it applies to the digital environment – such things as intellectual property rights, clearances and royalties.

In addition students will be directed to relevant websites and encouraged to research other online resources.
A subject in the Graduate Certificate of Arts (Writing), Graduate Diploma of Arts (Writing), Master of Arts (Writing)

Aims & Objectives
Writing is a lonely task. Once the blank page has been confronted and overcome, there is still much work for the writer to do before the work is ready for publication. The final act of writing is to critique the work as though you are coming to it for the first time as the reader, not the writer. Perhaps the most valuable asset a writer can have at this stage is a critical friend. This subject explores how ‘critical friends’ can enrich others’ writing skills and their own insights into the processes of writing by:

• Reading each other’s work with insightful respect, while at the same time being prepared to evaluate its strengths and perceive the weaknesses
• Be able to spend considerable time on multiple readings while taking notes and making marks on each other’s manuscripts
• Having knowledge, including cultural and emotional, of the area in which each is working and being able to apply it to show how each writer might alter their work to address the faults or weaknesses found in it
• Working through each other’s manuscripts and picking up on the points made during their multiple readings
• Seeking advice and support from culturally relevant networks, e.g. Indigenous Elders, ATAS (Aboriginal Tutorial Schemes).

Content
This subject enables the student to establish a valuable working relationship with a ‘critical friend’ who will act as a critic for the student’s writing by providing positive evaluations and comments.

This person should:
• Be prepared to take the piece of writing seriously and read your work with insightful respect, while at the same time being prepared to tell you what they consider to be its strengths and how they perceive the weaknesses.
• Be able to spend considerable time on multiple readings while taking notes and making marks on your manuscript.
• Have knowledge of the area in which you are working and be able to apply that to show how you might alter your work to address the faults or weaknesses they have found in it.
• Help in the editorial process. Their work should not be confined to details of content, spelling or grammar, although they should address these. It should also encompass the imaginative, creative, individual and personal aspects of the conceptual side of your thinking and writing.
• Be knowledgeable about the area of writing.
• Have an understanding of how language works by, for example, being aware of the importance of reading aloud for language rhythms and felicities of writing.
• Understand how culture informs the use of language.
• Underst and how a piece of writing should sit on the page with reference to paragraphing, sub-heads, pictures and diagrams, chapters, etc.
• Have access to reference material as appropriate to enrich the writing under consideration.
• Make recommendations to balance criticisms, that is, to try to show how a weakness might be overcome.
• Ensure that the piece of writing is clearly appropriate for the audience for whom it is intended.
• Be aware of how pruning and cutting often strengthens a piece of writing where extending might weaken it.
• Be prepared to go over the manuscript in detail with the writer.

Reading Materials
Arnold, J, Wigo, K & Green, D 2003, G 21: Global Cultural Dreaming, CD-ROM, Swinburne University of Technology.
The Macquarie Dictionary.
The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Rae, CM 1997, Movies in the Mind: How to Build a Short Story, Sherman Aster, U.S.A.
Strunk, W, The Elements of Style (any recent edition) or the online edition at: http://www.bartleby.com/141/.
Woolf, V 1919, A Room of One's Own, Harvest Books, U.S.

Websites
Lynch Guide to Grammar and Style: http://andromeda.rutgers.edu/%7Elynch/Writing/
Advice for the New Writer: http://www.nettrends.com/romanceauthors/
adviceformew.htm
Online English Grammar: http://www.edufind.com/english/grammar/
Onwriters.com: http://www.onwriters.com/

LPW501 Journalism
12.5 Credit Points • 12 weeks or equivalent • 3 Hours per Week • Lilydale • Prerequisite: Nil • Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-mentors and e-peer groups. The subject Web page will be produced to deliver the following information: interactivities, multimedia links, hyper-text links, references and virtual community opportunities. • Assessment: Piece for Publication, Discussion Threads
A subject in the Graduate Certificate of Arts (Writing), Graduate Diploma of Arts (Writing), Master of Arts (Writing)

Aims & Objectives
In this subject, students will learn how the print media operates, how stories are constructed, and how to identify potential outlets for their own work.

Content
Clearly, the structure of the news story must match the place of publication and understand the required format. This subject will enable you to produce a folio of writing which encompasses:
• News and news value
• The temporal order of news stories
• Wordiness
• ‘The intro’
• The body of the story
• News formats
• The human interest story
• Features
• News practice and discourse
• Foreign news and ideology
• Writing a radio news story
• Writing a TV news story
• Local news: notional and ideology, especially indigenous issues

Reading Materials
The Macquarie Dictionary. The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Paul, NW 1999, Computer-Assisted Research: A Guide to Tapping Online Information for their own area of writing. This subject will enable you to produce a folio of writing which encompasses:

Content
• Establishing the research question
• Planning the research journey
• M ethodologies
• Data direction, collection and interpretation
• Standard formats in subject disciplines
• Writing up: the selection of materials
• Content tone, style, register
• Layout: abstract, introduction, method, results, discussion, references, appendices
• Proof reading and re-drafting
• Presentation

Reading Materials
Applebaum, J 1998, How to Get Happily Published, Harper Collins, U.S.A.
Germano, W, Getting it Published: A Guide for Scholars and Anyone Else Serious About Serious Books, University of Chicago Press, U.S.A.
The Macquarie Dictionary. The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Potter, CN 1991, Writing for Publication, Plume Books/Penguin, U.S.A.
Strunk, W, The Elements of Style (any recent edition) or online: http://www.bartleby.com/141/
Weekly hyper-text weblinks.

LPW503 Writing for Cybermedia
12.5 Credit Points • 12 weeks or equivalent • 3 Hours per Week • Lilydale • Prerequisite: Nil • Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-mentors and e-peer groups. The subject Web page will be produced to deliver the following information: interactivities, multimedia links, hyper-text links, references and virtual community opportunities. • Assessment: Hypertext Publication, Discussion Threads
A subject in the Graduate Certificate of Arts (Writing), Graduate Diploma of Arts (Writing), Master of Arts (Writing)

Aims & Objectives
At the end of this subject students will be able to utilise websites and discussion threads. They will be expected to develop a technology-based presentation in their own area of writing. In this subject, students will also consider writing processes that construct the business, personal and cultural opportunities which globalisation provides as a window of opportunity for the 'local'.
Content
This subject contributes to understanding and writing for cybermedia. Students will develop a broader conceptual grasp of how electronic commerce is a tool to promote creativity and multimedia productions, as well as providing such electronic services as extended sales and services, in-house training and education, archiving, stock and personnel records. This subject is designed to teach students how to write for the electronic media to:
- Make information and data into useful knowledge in a given area of writing interest.
- Tease out how we might best understand, cognitively map, share and enrich our creation, use, analyses and discussion of cybertexts.
- Develop an understanding of underlying cultural and critical theory.
- Develop an understanding of electronic discourse and textuality.
- Establish ways of critiquing interactive multimedia and the WWW.
- Address the central concern for critics and practitioners in the emergent electronic culture: what is the appropriate critical framework through which to discuss the new electronic textuality delivered by interactive multimedia?
- Write for cybermedia.
- Present cybermedia productions online.

Reading Materials
Killian, C 2000, Writing for the Web, Self Counsel Press, U.S.A.
The Macquarie Dictionary.
The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Stansbery, D 1997, Labyrinths: The Art of Interactive Writing and Design: Content Development in the New Media, Wadsworth Publication Co., U.S.A.
Weekly hypertext weblinks.

LPW504 Real Life Writing
12.5 Credit Points • 12 Weeks or equivalent • 3 Hours per Week • Lilydale
- Prerequisite: LPW500 or equivalent
- Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-mentors and e-peer groups. The subject Web page will be produced to deliver the following information: interactivities, multimedia links, hypertext links, references and virtual community opportunities.
- Assessment: Weekly pieces of writing of 300 words on the topics nominated as placed on discussion threads (60%), 2000 words written in the genre and style nominated by the student relevant to 'real life writing' (40%).

A subject in the Graduate Certificate of Arts (Writing), Graduate Diploma of Arts (Writing), and Master of Arts (Writing)

Aims & Objectives
In this subject, students will learn how to ‘read’, ‘write’ and ‘research’ a wide range of textuality and discourse that they meet in the course of their work and/or general life. They will be enabled to comment upon and to practise writing about and on:
- Film
- Art
- Sculpture
- Architecture
- Creative writing
- Business writing
- Publications in/from work
- Music
- Academic journals
- Advertisements
- Television
- Websites and CD-ROMs

Content
Clearly, the structure of writing including style, tone and register varies for each genre/type of writing that will be surveyed in this course. Students will be asked to examine the ways in which different writing styles operate so as to meet the requirements of the purpose and intended audience.

Reading Materials
The Macquarie Dictionary.
The Macquarie Thesaurus.

http://www.writersbookcase.com/

LPW600 Reading and Writing
12.5 Credit Points • 12 weeks or equivalent • 3 Hours per Week • Lilydale
- Prerequisite: LPW500 or equivalent
- Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-mentors and e-peer groups. The subject Web page will be produced to deliver the following information: interactivities, multimedia links, hypertext links, references and virtual community opportunities.
- Assessment: Weekly pieces of writing of 300 words on the topics nominated as placed on discussion threads (60%), 2000 words written in the genre and style nominated by the student relevant to ‘real life writing’ (40%).

A subject in the Graduate Diploma of Arts (Writing), Master of Arts (Writing)

Aims & Objectives
Reading: This module will assist participants in developing a presentation from a piece of writing. Above all, it will focus upon the production of a writing folio in the students’ chosen stream of creative, business, research or curriculum writing. It will:
- Address styles of online presentation.
- Enable writers to understand their craft through reading within cultural and critical theories of textuality and discourse, on such topics as postmodemism, feminism, post-colonialism, and narrative theories. Thus, writers will act as readers by investigating theories of textuality and discourse.

Writers will select their area of interest and practise writing to build up their folios. They will present this to the group online.

Content
Writing is of little value unless its outcomes are communicated to others. Much of our writing is prepared for a public presentation. Students should, by the conclusion of this module, be able to prepare a piece of writing for performance, publication, or for a presentation in a conference or conference-like setting where they effectively use presentation tools and aids, including Microsoft PowerPoint. Furthermore, students should be able to discuss theories of textuality and discourse and to relate these to their own writing processes.

Reading Materials
Brande, D & Gartner, J 1981, Becoming a Writer, J.P. Tarcher, U.S.A.
The Macquarie Dictionary.
The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Strunk, W, The Elements of Style (any recent edition) or online version:
http://www.writersbookcase.com/

LPW114 Electronic Writing
12.5 Credit Points • 12 Weeks or equivalent • 3 Hours per Week • Lilydale
- Prerequisite: Nil
- Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-mentors and e-peer groups. The subject Web page will be produced to deliver the following information: interactivities, multimedia links, hypertext links, references and virtual community opportunities.
- Assessment: Weekly pieces of writing of 300 words on the topics nominated as placed on discussion threads (60%), 2000 words written in the genre and style nominated by the student relevant to ‘real life writing’ (40%).

A subject in the Graduate Certificate of Arts (Writing), Graduate Diploma of Arts (Writing), and Master of Arts (Writing)

Aims & Objectives
In this subject, students will learn how to ‘read’, ‘write’ and ‘research’ a wide range of textuality and discourse that they meet in the course of their work and/or general life. They will be enabled to comment upon and to practise writing about and on:
- Film
- Art
- Sculpture
- Architecture
- Creative writing
- Business writing
- Publications in/from work
- Music
- Academic journals
- Advertisements
- Television
- Websites and CD-ROMs

Content
Cleariy the structure of writing including style, tone and register varies for each genre/type of writing that will be surveyed in this course. Students will be asked to examine the ways in which different writing styles operate so as to meet the requirements of the purpose and intended audience.

Reading Materials
The Macquarie Dictionary.
The Macquarie Thesaurus.

http://www.writersbookcase.com/
LPW601  Creative and General Writing for Publication

12.5 Credit Points • 12 weeks or equivalent • 3 Hours per Week • Lilydale • Prerequisite: LPW600 or equivalent • Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-memors and e-peer groups. The subject Web page will be produced to deliver the following information: interactivities, multimedia links, hypertext links, references and virtual community opportunities. • Assessment: Original Writing Contribution, Discussion Threads

A subject in the Graduate Diploma of Arts (Writing), Master of Arts (Writing)

Aims & Objectives

A group print and online publication will be developed. Students will present a finished piece, publishable in electronic form. Performances will be video or streaming video.

Content

Students will give publishable performances in such genre areas as:

- Song
- Poetry
- Short story
- Novel
- Drama
- Film
- Scripting
- Autobiography
- Biography
- Journalism
- Performance
- Design
- Curriculum
- Business

Reading Materials

Weekly hypertext weblinks.
Ayers, E 2000, Writing the Wave: Inspired Rides for Aspiring Writers, Elizabeth Ayers, U.S.A.
Bickham, J. 1999, Scene and Structure (Elements of Fiction Writing), Writers Digest, U.S.A.
Card, OS 1990, How to Write Fiction Science and Fantasy, Writers Digest Books, U.S.A.
Dibble, A 1999, Plot (Elements of Fiction Writing), Writers Digest Books, U.S.A.
Joselow, BB 1999, Writing Without the Muse, Consortium Books, U.S.A.
The Macquarie Dictionary. The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
The Macquarie Dictionary. The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Strunk, W. The Elements of Style (any recent edition) or the online version: http://www.bartleby.com/141/

Websites

Purdue University Online Writing Lab: http://owl.english.purdue.edu
Indispensable Writing Resources: http://www.quintcareers.com/writing/
The Children’s Writing Superiste: http://www.write4kids.com/
On-line Library: http://www.onseline-library.org/
The Write Gallery Creative Writing W ebsite: http://www.thewritegallery.com/

LPW603  Script Adaptation: Stage, Screen, Multimedia

12.5 Credit Points • 12 weeks or equivalent • 3 Hours per Week • Lilydale • Prerequisite: LPW600 or equivalent • Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-memors and e-peer groups. The subject Web page will be produced to deliver the following information: interactivities, multimedia links, hypertext links, references and virtual community opportunities. • Assessment: Dracula Adaptation, Discussion Threads

A subject in the Graduate Diploma of Arts (Writing), and Master of Arts (Writing)

Aims & Objectives

Students will study ‘Dracula’ as a case study and will be enabled to produce an adaptation for stage, screen or multimedia.
Content
This will involve students in:
- Scoping
- Timelines and deliverables
- Laterality as well as linearity
- Understanding various modes of information delivery on stage and screen, including strengths and weaknesses
- Enabling transference from print modality of information delivery to stage or screen information deliveries
- Virtual performance aspects of information delivery.

Reading Materials
Egli, L 1997, The Art of Dramatic Writing; Simon and Schuster, U.S.A.
The Macquarie Dictionary.
The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Seger L 1990, Creating Unforgettable Characters; Henry Holt, U.S.A.
Stoker B 1990, Dracula [any edition].
Strunk W. The Elements of Style (any recent edition) or the online version: http://www.bartleby.com/141/

Websites
Exposition: Towards an Electronic Humanities: http://web.m.williams.edu/~galmer/expo.html
Hypertext or Anti-Linear Navigation:http://home.earthlink.net/~stuyjin/hypertext/
From Work to Hypertext: Authors and Authority in a Reader-Directed Medium: http://www.klinnertz.com/wo.htm
Lucid Mapping and Codex Transformissions in the Z-Buffer: http://www.iath.virginia.edu/~mgk3k/lucid/

LPW604 Online Writing
12.5 Credit Points 12 weeks or equivalent  3 Hours per Week  Lilydale
Prerequisite: LPW600 or equivalent  Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-mentors and e-peer groups. The subject webpage will be produced to deliver the following information: interactivities, multimedia links, hypertext links, references and virtual community opportunities.
- Assessment: Online Publication, Discussion Threads and Reflections

Aims & Objectives
A subject in the Graduate Diploma of Arts (Writing), and Master of Arts (Writing)...

Content
This subject is designed to enable students to write for the electronic media so as to make information and data into useful knowledge that:
- Establishs a relevant project to develop as an online writer and to bring to publication stage
- Teases out how we might best understand, cognitively map, share and enrich our creation, use, analyses and discussion of cybertexts
- Develops an understanding of underlying cultural and critical theory
- Develops an understanding of electronic discourse and textuality
- Establishes ways of critiquing interactive multimedia and the WWW
- Develops the appropriate critical framework through which to discuss the new electronic textualities delivered by interactive multimedia
- Understands what the software can do, while considering how it could be used to create materials that enhance the transformation of electronically presented information into knowledge
- Establishes and articulates criteria which might be shared for discussion, evaluation, production and/or use of interactive multimedia
- Writing the online project
- Presentation of the online publication.

Reading Materials
The Macquarie Dictionary.
The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Sammons, M 1999, The Internet Writer's Handbook, Ailyn and Bacon, U.S.A.
Strunk, W. The Elements of Style (any recent edition)
Weekly hypertext weblinks.

LPW700 The Writerly Self
12.5 Credit Points 12 weeks or equivalent  3 Hours per Week  Lilydale
Prerequisite: LPW600 or equivalent  Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-mentors and e-peer groups. The subject webpage will be produced to deliver the following information: interactivities, multimedia links, hypertext links, references and virtual community opportunities.
- Assessment: Writing/ Journal Submitted as Hard Copy, Discussion Threads and Reflections

Aims & Objectives
This subject aims to:
- Establish confidence in the writer approaching the blank page
- Enable writers to reflect meaningfully upon their own work
- Enable students, where appropriate, to establish an external reference group, e.g. Indigenous writers
- Enable writers to reflect meaningfully upon others’ work
- Encourage writers to produce regularly
- Develop an understanding of the relationship between theory and practice.

As part of this subject, students will form real and virtual supportive writing communities. They will become confident and reflective as authors and will identify/reaffirm their preferred writing genre(s).

Content
This subject will extend the writer’s practical and theoretical knowledge of:
- Concepts of genre, enabling an affirmation and/or extension of the chosen genre.
- Publishing in traditional print mode and online in print or multimedia modes.
- Marketing, including establishing a focus for the chosen genre and an understanding of its viability as a publication.
- Establishing and utilising a real and virtual community of critical friends.
- Theoretical frameworks helpful in understanding or focusing writing.

Students will keep a writing journal which will contain elements of:
- Writing within their chosen genre.
- Reflections upon their writing process to increase their understanding of the writing task.
- Critical and analytical comments upon their own work and work process.
- Critical and analytical comments upon the work put forward by members of the virtual community of writers in this course.
- Insights into the writing of their chosen ‘critical friend(s)’.
- Reflections upon the insights of chosen ‘critical friend(s)’.

Swinburne University of Technology | Postgraduate Course Handbook 2005
Reading Materials
Cage, D & Copess, M 1994, Get Published: Top Magazine Editors Tell You How, Henry Holt, U.S.A.
The Macquarie Dictionary. 
The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Marder, J 1993, Everything I Know about Writing, Mandarin, Port Melbourne, U.S.A.
Stein, S 2000, Stein on Writing, Griffin Trade Paperback, U.S.A.
Strunk, W, The Elements of Style (any recent edition) or online version: http://www.bartleby.com/141/

Websites
Screenwriters Online: http://www.screenwriter.com/insider/news.html
Writers4Kids.com: http://writers4kids.com/
Critique Groups: http://writersexchangechange.com/arts/writersexchangechange/cs/critiquegroups/index.htm
Writers Write, The Internet Writing Journal: http://www.writerswrite.com/journal/
Herman, D 2001, Sciences of the text, Postmodern Culture, 2001;113: http://muse.jhu.edu/journals/postmodern_culture/v011/11.3herman.html
Voice of the Shuttle, Technology of Writing Page: http://vos.ucsc.edu/shuttle/technicrit.html
Florida Research Ensemble: http://web.nie.ufl.edu/~gulmer/interatividade/web12paradigma/paradigma.html

The View is Everything. Watch for Openings: http://mothermillennia.org/Carolyn/Hyper
Florida Research Ensemble: http://web.nie.ufl.edu/~gulmer/interatividade/web12paradigma/paradigma.html

Herman, D 2001, Sciences of the text, Postmodern Culture, 2001;113: http://muse.jhu.edu/journals/postmodern_culture/v011/11.3herman.html
Voice of the Shuttle, Technology of Writing Page: http://vos.ucsc.edu/shuttle/technicrit.html

Writers Write, The Internet Writing Journal: http://www.writerswrite.com/journal/

Strunk, W, The Elements of Style (any recent edition) or online version: http://www.bartleby.com/141/

Reading Materials
Herman, D 2001, Sciences of the text, Postmodern Culture, 2001;113: http://muse.jhu.edu/journals/postmodern_culture/v011/11.3herman.html
Voice of the Shuttle, Technology of Writing Page: http://vos.ucsc.edu/shuttle/technicrit.html
Ryan, M-, Immersion vs. interactivity: Virtual reality and literary theory, Postmodern Culture, 1994;5(1): http://muse.jhu.edu/journals/postmodern_culture/v005/5ryan.html
Hayles, NK, Picking connectivities in Shelley j akerson’s Patchwork Girl: The importance of media-specific analysis, Postmodern Culture, 2000;10(2): http://muse.ucr.edu/journals/pmc/v10/10.2hayles.html

keane, C & epstein, j. 1998, How to write a selling screenplay: A step-by-step approach to developing your story and writing your screenplay by one of today’s most successful screenwriters, bantam doubleday, u.s.a.
Koroluenko, M 1997, Writing for multimedia: A guide and sourcebook for the multimedia writer, Integrated Media Group, Belmont, CA.
Kowit, S 1995, In the palm of your hand: the poet’s portable workshop, tilbury house.
Miller, P 1994, Writing your life: A journey of discovery, allen and unwin, St. Leonards, N.S.W.
Planka, PT 1998, How to write romances. Writer’s digest books, cincinnati, ohio.
shaw, E 1999, Writing the nonfiction book, Rodgers and Nelson, U.S.A.
Staneck, LW 1998, Story starters: How to jump-start your imagination, get your creative j uices flowing and start writing your story or novel, avon books, u.s.a.
The Macquarie Dictionary.
The Macquarie Thesaurus.
The Macquarie website: http://www.macnet.mq.edu.au
Strunk, W, The Elements of Style (any recent edition) or online version: http://www.bartleby.com/141/
Aims & Objectives

In this subject, students will consider writing processes that construct the business, curriculum, personal and cultural opportunities globalisation provides as a window of opportunity for the local.

At the end of this subject, students will be able to utilise websites and discussion threads. They will be expected to develop a technology-based presentation in their own area.

This subject contributes to understanding and writing for the cyber. It will look, in particular, at some of the theories of hypertext and online writing and communication. It will develop a greater conceptual grasp of how electronic writing is an intrinsic which can promote creativity as well as provide such electronic services as in-house training and education, archiving, and record-keeping.

Content

Students will be introduced to the concept of the hypertext and will establish criteria for evaluating what they read and see on the World Wide Web, as well as what they might place there.

Students will be introduced to writing for the IM Material world, ie. the world of interactive multimedia. They will survey areas such as:

- Concept maps
- Identifying cultural and global mindsets
- Creativity
- Scripting for interactivity and narrative nodes
- Using resources for multimedia presentations
- Self-skilling within this area
- Intellectual property implications.

Reading Materials


A subject in the Master of Arts (Writing)

Prerequisite: LPW700 or equivalent

Teaching methods: This subject involves a range of flexible and multi-modal learning approaches including virtual lectures, virtual tutorials, electronic media, reading and practical exercises and e-tutors, e-mentors and e-peer groups. The subject webpage will be produced to deliver the following information: interactivities, multimedia links, hypertext links, references and virtual community opportunities.

Assessment: Script Pitch, Script Proposal, Presentation of Developed Concept Map, Development of Multimedia Script Outline, Discussion Threads


Hypertext, Cybernetics, Cyborgs and Virtual Realities: http://www.uiowa.edu/~kairos/curriculum/hypertext/


Interface Design for Educational Multimedia: http://www.unm.edu/%7Ejan/tsc/html

Composition: http://www.credi.com/berkeley/chorus/composition/index.html


Purdue University: Online Writing Lab – OWL: http://owl.english.purdue.edu/


HyperText, Or Anti-Linear Navigation: http://www.earthlink.net/~oudry/hyper/hypertext/

StoryWeb: http://www.diesgel.com/storyweb.html

Internet Literary Editors Fellowship: http://www.iief.org/

Aims & Objectives
This subject aims to enable students to develop scripts for presentation to a nominated audience. To enable the development of this skill, students will investigate how adaptations occur in the utilisation of verbal scripts for visual deliveries, cinema, TV media and multimedia. It will also examine relevant literary and cultural theories that offer frameworks for understanding film and television narratives.

Content
- Cinema and TV scripts: the pitch and the proposal.
- Content: deciding the storyline.
- The pitch: placing the script in the marketplace.
- Writing the script: narrative, characterisation, backstory, forward story, camera, special effects, storyline.
- Script consultations: working with producers, directors, camera people etc.
- Who writes the script? Theory and practice.
- Film and television narrativity: theory and practice.

Reading Materials
Arnold, J., Vigo, K & Green, D 2003, Global Cultural Dreaming, CD-ROM, Swinburne University of Technology.
Drouyn, C 1994, Big Screen Small Screen: A Practical Guide to Writing Film and TV in Australia, Allen and Unwin, St. Leonards, N.S.W.
The Macquarie Dictionary.
The Macquarie Thesaurus.
The Macquarie website: http://www.macnet mq.edu.au

Websites
Cyber Film School: http://www.cyberfilmschool.com/
Screenwriters Online: http://www.screenwriter.com/insider/news.html
Cinemedia Home Page: http://www.cinemedia.net/
The Visual Writer: http://www.visualriter.com/
David Chandler’s Media and Communications Studies Site: Film Studies: http://www.aber.ac.uk/media/Functions/mcs.html

LSQ520 Design and Measurement 2
12.5 Credit Points • 12 Weeks • 3.5 Hours per Week • Lilydale • Prerequisite: LCR500 • Assessment: Assignments, Examinations, Tests

A subject in Graduate Diploma of Social Science (Psychological Studies)

Aims & Objectives
In this subject, the emphasis is on understanding the methodology of basic research design and how the associated statistical analysis can provide answers to research questions. Students also receive instruction in the use of Statistical Package for the Social Sciences (SPSS). This computer package will be used to analyse data both in this course and in second and third stage courses in psychology.

Content
Topics to be studied include an introduction to computer-based analysis, one- and two-way factorial design and corresponding analysis of variance, and mixed design analysis of variance.

Reading Materials
Francis, G 2000, Analysis of Variance, SUT, M Melbourne.

LSQ530 Design and Measurement 3
12.5 Credit Points • 12 Weeks • 3.5 Hours per Week • Lilydale • Prerequisite: LSQ520 • Assessment: Assignments, Computer-Based Tests, Examinations

A subject in Graduate Diploma of Social Science (Psychological Studies)

Aims & Objectives
This subject aims to extend the range of statistical analysis techniques with which students are proficient, as well as further developing report writing ability.

Content
In this subject, the topics included in LSQ520 are extended and further topics in design and analysis are considered. The SPSS package will be used to perform the various statistical analyses. Topics to be studied include multiple regression, multivariate analysis of variance and factor analysis.

Reading Materials
Francis, G 2000, Multiple Regression, SUT, M Melbourne.
Francis, G 2000, Manova and Factor Analysis, SUT, M Melbourne.

LSY500 Introduction to Psychology 1
12.5 Credit Points • 12 Weeks or equivalent • 3 Hours per Week • Lilydale • Prerequisite: Nil • Corequisites: LCR500 • Teaching methods: Lectures, Tutorials, Drop-ins, Online Materials • Assessment: Examinations, Research Report, Class Participation, Critical Review

A subject in Graduate Diploma of Social Science (Psychological Studies)

Aims & Objectives
This subject is the first of two introductory psychology subjects and is designed to introduce students to the content and method of psychology.

Content
Topics introduced in LSY500 include psychology as a science, ethics in research, biological foundations of behaviour, sensation, perception, consciousness, memory, language, learning and intelligence, experimental design and analysis.

Reading Materials

LSY501 Introduction to Psychology 2
12.5 Credit Points • 12 Weeks • 3 Hours per Week • Lilydale • Prerequisite: LSY500 and LCR500 • Teaching methods: Lectures, Tutorials, Drop-ins and Online Materials • Assessment: Essay, Examinations, Research Report, Class Participation

A subject in Graduate Diploma of Social Science (Psychological Studies)

Aims & Objectives
This subject is the second of two introductory psychology subjects designed to introduce students to the content and method of psychology.

Content
This subject concentrates on aspects of psychology not covered in LSY500. These include motivation, emotion, personality, sexuality, stress and coping, and psychopathology. Students are also introduced to social and developmental psychology. The design and analysis of experimental studies forms a major part of the teaching program.

Reading Materials

LSY520 Cognition and Human Performance
12.5 Credit Points • 12 Weeks or equivalent • 3.5 Hours per Week • Lilydale • Prerequisite: LSY500, LCR500, LS1501, LS520 • Teaching methods: Teaching methods: Teaching M ethos include Lectures, Practical Sessions, Project Work and Drop-ins • Assessment: Class Participation, Examinations, Research Report

A subject in Graduate Diploma of Social Science (Psychological Studies)

Aims & Objectives
This subject is a Stage 2 subject in Psychology and is designed to provide students with an overview of theoretical, methodological and empirical aspects of cognitive psychology.

Content
This subject examines in detail the theories, methods and empirical evidence in areas such as perception, attention, memory, language, problem-solving and decision-making. It also considers some contemporary issues and applications of
cognitive science and neuropsychology. Students will also be able to expand their knowledge in experimental design and analysis.

**Reading Materials**


**LSY521 Developmental Psychology**

12.5 Credit Points • 12 Weeks or equivalent • 3 Hours per Week • Lilydale • Prerequisite: LSY500, LCR500, LSY501, Corequisites: LSY520 • Teaching methods: Lectures, Practical Sessions, Project Work and Drop-ins • Assessment: Examinations, Literature Review, Research Report, Class Participation

A subject in Graduate Diploma of Social Science (Psychological Studies)

**Aims & Objectives**

- To understand the processes of human growth and change from infancy and childhood through to adolescence.
- To examine the biological, psychological and environmental factors involved in growth and change.

**Content**

Topics may include: Theory and method in developmental psychology, prenatal and perinatal factors in development, perceptual development, physical development, children's play, attachment, cognitive development, language development, moral development, emotional development, gender differences, social development, identity and self awareness, socialisation within the family, socialisation outside the family. The focus of the subject is on theoretical approaches to child development, with a thematic rather than a chronological approach.

**Reading Materials**


**LSY660 The Psychology of Personality**

12.5 Credit Points • 12 Weeks • 3 Hours per Week • Lilydale • Prerequisite: LSY520 and one of LSY520 or LSY521 • Teaching methods: Teaching Methods Include Lectures, Tutorials and Drop-ins • Assessment: Examinations, Critical Review, Research Reports, Class Participation

A subject in Graduate Diploma of Social Science (Psychological Studies)

**Aims & Objectives**

This subject focuses on the behaviour and experience of the individual as a whole person. Theory and research from other fields of psychology such as development, social interaction, learning, motivation, cognition, and emotion are considered from the viewpoint of integrating such contributions to increase our understanding of ourselves and others as persons.

**Content**

A number of major perspectives on personality are examined: psychoanalytic/psychodynamic, dispositional/trait, cognitive/social cognitive, phenomenological and narrative. Issues such as methods of personality assessment, development, processes, structures, relationships and research strategies are considered. Selected contemporary issues are also examined, including developments in areas such as psychodynamic theory and cognitive and social narrative views of self.

**Recommended Reading**


Carver, CS & Scheier, M 2000, Perspectives on Personality, 4th edn, Boston, Allyn & Bacon.


**LSY601 Psychological Measurement**

12.5 Credit Points • 12 Weeks • 3 Hours per Week • Lilydale • Prerequisite: LSY500 and one of LSY520 or LSY521 • Teaching methods: Lectures, Laboratory Sessions, Tutorials and Drop-ins • Assessment: Examinations, Research Report, Workbook, Class Participation

A subject in Graduate Diploma of Social Science (Psychological Studies)

**Aims & Objectives**

The aim of this subject is to help students to develop a greater appreciation of the psychological and measurement foundations of tests and other assessment procedures.

**Content**

In this subject, students will be involved with the practical aspects of psychometrics design, construction, validation and evaluation of assessment techniques. Approximately the first hour of most of the sessions will be devoted to theory and the other two hours to laboratory exercises.

**Reading Materials**


**LSY604 Abnormal Psychology**

12.5 Credit Points • 12 Weeks • 3 Hours per Week • Lilydale • Prerequisite: LSY520 and one of LSY520 or LSY521 • Teaching methods: Lectures, Tutorials and Drop-ins • Assessment: Class Presentations, Essays, Examinations

A subject in Graduate Diploma of Social Science (Psychological Studies)

**Aims & Objectives**

This subject is designed to introduce students to the ways in which human behaviour patterns have been conceptualised as ‘abnormal’ or dysfunctional. In examining such abnormal behaviours, students are introduced to major systems of classifying mental disorders, in particular the multiaxial system adopted in DSM-IV. The course then focuses on major examples of psychological disorders in terms of their phenomenology and nosology, as well as theories about aetiology.

**Content**

The general approach taken to understanding disorders is multidimensional, seeking to integrate information from biological, sociocultural and psychological research. Specific disorders examined may include: schizophrenia, affective disorders, anxiety disorders, eating disorders, substance-related disorders, disorders first diagnosed in childhood and adolescence, disorders associated with ageing, dissociative disorders, intellectual disability or personality disorders. Additional topics covered may include suicide and violent behaviours, mental disorders and the law.

**Reading Materials**


**LSY607 Social Psychology**

12.5 Credit Points • 12 Weeks • 3 Hours per Week • Lilydale • Prerequisite: LSY530 and one of LSY520 or LSY521 • Teaching methods: Lectures, Project Work and Tutorials • Assessment: Examinations, Research Report

A subject in Graduate Diploma of Social Science (Psychological Studies)

**Aims & Objectives**

This subject involves the scientific study of behaviour in a social context. The aim is to introduce students to the key theories and research methods used by social psychologists to explain and predict people’s thoughts, feelings and actions in social situations.

**Content**

The course covers the history, methods and ethics of social psychology and the areas of social cognition, attributions, attitudes, prejudice and stereotypes, social influence, attraction and relationships, and group processes. Some areas to which social psychological knowledge is often applied, such as culture, health and law, are also covered.

**Reading Materials**


MBMC403 MBM Counselling I

12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Experiential workshops, demonstrations, seminars and interactive discussion - Assessment: Written examination 50%, Assignment 20%, Case study 20%, Participation and attendance 10%
A subject in the Graduate Certificate and Graduate Diploma of Integrative Medicine (Mind-body Medicine).

Aims & Objectives
To introduce students to:
- The principles and practical aspects of a range of approaches to counselling in clinical settings.
- The indications and applications for focused psychological strategies.
- The possible contraindications to some counselling approaches and an understanding of when to refer patients for more expert help.
- How to integrate these approaches with techniques learned elsewhere in the course.

Content
This subject will consider some generic counselling principles and then apply them to two specific approaches being CBT (Cognitive Behavioural Therapy) and Mindfulness-based stress management and cognitive therapy. The evidence for the use and success of these approaches will also be considered.

Recommended Reading
An anthology of selected readings, papers and extracts from scientific texts will include:

MBME404 Eastern Approaches to MBM

12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Experiential workshops, demonstrations, seminars and interactive discussion - Assessment: Written examination 50%, Assignment 20%, Case study 20%, Participation and attendance 10%
A subject in the Graduate Certificate and Graduate Diploma of Integrative Medicine (Mind-body Medicine).

Aims & Objectives
To introduce students to:
- The science, philosophy, principles, practical aspects and clinical applications of Yoga.
- The science, philosophy, principles, practical aspects and clinical applications of Tai Chi.

Content
This course will focus on one the scientific and clinical applications of yoga and Tai Chi. There will be an overview of the varieties and schools and approaches as well as the cultural issues. Risks and indications will also be considered as well as the overlap of these techniques with meditation, relaxation, postures and breathing and manual therapies. The philosophical underpinnings of these approaches will also be considered and their potentially being a way of life as well as a therapeutic modality.

Recommended Reading
An anthology of selected readings, papers and extracts from scientific texts will include:
- Selected periodical articles.

Lecture notes and power-point presentations.
Selected periodical articles
Lecture notes and power-point presentations.

**MBMCC504 MBM, Movement and Creativity**

12.5 Credit Points - 1 Semester - 5 Hours per Week - Hawthorn - Prerequisite: Nil
- Teaching methods: Experiential workshops, demonstrations, seminars and interactive discussion - Assessment: Written examination 50%, Assignment 20%, Case study 20%, Participation and attendance 10%

A subject in the Graduate Diploma of Integrative Medicine (M ind-body M edicine).

**Aims & Objectives**
To introduce students to:
- The principles and practical aspects of a range of approaches which utilise movement, music and creative strategies in clinical settings.
- The indications and applications for these strategies.
- The possible contraindications and limitations to some approaches.
- How to integrate these approaches with techniques learned elsewhere in the MBM course.

**Content**
The content covered will include the principles and clinical application of movement therapies including Feldenkrais and Alexander Techniques. Indications, risks and contraindications will be considered as will the similarities and differences of movement therapies compared with meditation. The combination of these strategies with other MBM therapies and physical therapies will be explored.

Other forms of therapy utilise creativity. These include art, music and dance as therapy. Their indications and limitations in clinical practice will be explored as well as their effects on emotions and mental functioning. Different types of music and their effects and the uses in counselling and meditative practices will be explored.

**Recommended Reading**
An anthology of selected readings, papers and extracts from scientific texts will include:
- Elefant, G, How to integrate these approaches with techniques learned elsewhere in the MBM course.

**MBMS401 Science of MBM I**

12.5 Credit Points - 1 Semester - 5 Hours per Week - Hawthorn - Prerequisite: Nil
- Teaching methods: Lectures, seminars and interactive discussion - Assessment: Written examination 50%, Assignment 20%, Case study 20%, Participation and attendance 10%

A subject in the Graduate Certificate and Graduate Diploma of Integrative Medicine (M ind-body M edicine).

**Aims & Objectives**
To deepen student knowledge about:
- The principles, history and philosophy of M BM.
- The principles and evidence in the biological and clinical sciences underpinning M BM.
- To understand the biological and clinical basis for M BM techniques.

**Content**
This subject will focus on the physiological, biological and clinical underpinnings of M BM so that wherever possible links are made between biological mechanisms and clinical outcomes. Students will also critically examine the evidence-base for M BM. The content will extend what was presented in the Certificate course in topics like advanced PNI but also introduce other topics including genetics, aging and longevity, personality, work stress, social factors, humour and emotion, music, spirituality, food for the mind and research in M BM.

**Recommended Reading**
An anthology of selected readings, papers and extracts from scientific texts will include:
- Evidence-based mental health, BM publishing Group, 1998.
- Stress: evolutionary, biosocial and clinical perspectives, Galon Institute, London, 1996.
- Goulet, J, You can conquer Cancer, Hill of Content, Melbourne, 1984.
- Fauci, A, Harrison’s Principles of Internal Medicine, 14th edn, 1998.
- Selected periodical articles

Lecture notes and copies of power point presentations.

**MBMS501 Science of MBM II**

12.5 Credit Points - 1 Semester - 5 Hours per Week - Hawthorn - Prerequisite: Nil
- Teaching methods: Lectures, seminars and interactive discussion - Assessment: Written examination 50%, Assignment 20%, Case study 20%, Participation and attendance 10%

A subject in the Graduate Diploma of Integrative Medicine (M ind-body M edicine).

**Aims & Objectives**
To deepen student knowledge about:
- The principles, history and philosophy of M BM.
- The principles and evidence in the biological and clinical sciences underpinning M BM.
- To understand the biological and clinical basis for M BM techniques.

**Content**
This subject will focus on the physiological, biological and clinical underpinnings of M BM so that wherever possible links are made between biological mechanisms and clinical outcomes. Students will also critically examine the evidence-base for M BM. The content will extend what was presented in the Certificate course in topics like advanced PNI but also introduce other topics including genetics, aging and longevity, personality, work stress, social factors, humour and emotion, music, spirituality, food for the mind and research in M BM.

**Recommended Reading**
An anthology of selected readings, papers and extracts from scientific texts will include:
- Evidence-based mental health, BM publishing Group, 1998.
- Stress: evolutionary, biosocial and clinical perspectives, Galon Institute, London, 1996.
- Goulet, J, You can conquer Cancer, Hill of Content, Melbourne, 1984.
- Fauci, A, Harrison’s Principles of Internal Medicine, 14th edn, 1998.
- Selected periodical articles

Lecture notes and copies of power point presentations.
MBMT402 MBM Techniques I

12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Experiential workshops, demonstrations, seminars and interactive discussion  - Assessment: Written examination 50%, Assignment 20%, Case study 20%, Participation and attendance 10%
A subject in the Graduate Certificate and Graduate Diploma of Integrative Medicine (M-ind-body M edicine).

Aims & Objectives
To introduce students to:
- An understanding of the states of consciousness.
- The holistic approach and how these techniques can be introduced into clinical practice.
- Various cultural and historical perspectives bearing upon MBM techniques.
- The principles and practice of a variety of relaxation and meditative exercises.
- How such exercises can be applied personally, clinically and in a variety of counselling situations.
- An understanding of the limitations and potential contraindications to the use of these techniques.

Content
This subject will progress through a range of relaxation and meditation techniques and how they can be applied in practice in a variety of clinical settings. These techniques will include progressive muscle relaxation, Yoga Nidra, mindfulness meditation, mantra meditation, prayer, visualisation and imagery exercises, the M eares approach and affirmations.

Recommended Reading
Gawler, I, You can conquer Cancer, Hill of Content, Melbourne, 1984.
Selected periodical articles
Lecture notes and power-point presentations.

O2MBT502 MBM Techniques II

12.5 Credit Points  1 Semester  5 Hours per Week  Hawthorn  Prerequisite: Nil
- Teaching methods: Experiential workshops, demonstrations, seminars and interactive discussion  - Assessment: Written examination 50%, Assignment 20%, Case study 20%, Participation and attendance 10%
A subject in the Graduate Diploma of Integrative Medicine (M-ind-body M edicine).

Aims & Objectives
To introduce students to:
- The principles, practical aspects and clinical applications of hypnosis.
- The principles, practical aspects and clinical applications of biofeedback and autogenic training.
- The holistic approach and how these techniques can be introduced into clinical practice.
- How such exercises can be applied personally, clinically and in a variety of counselling situations.
- An understanding of the limitations and potential contraindications to the use of these techniques.

Content
This practical and experiential subject will introduce participants to the principles of hypnosis, biofeedback and autogenic training. The differences of these techniques and their clinical applications will be compared and contrasted with meditation. Potential risks and indications will be examined. Exploration of how these techniques can be combined with other MBM therapies and counselling will be undertaken as will their scientific and evidence-based underpinnings.

Recommended Reading
Gawler, I, You can conquer Cancer, Hill of Content, Melbourne, 1984.
Selected periodical articles
Lecture notes and power-point presentations.

OH200 Recruitment and Selection

12.5 Credit Points  30 Nominal Hours  Prerequisite: Nil  - Assessment: Research Report 40%, Presentation of Research Report 10%, Reflective Essay 50%
A subject in the Graduate Certificate in Human Resource Management.

Aims & Objectives
The major aims of this subject are:
- To extend students’ knowledge of the recruitment and selection function.
- To identify the critical strategic policy and practical issues in recruiting staff in organisations in the current changing context of work.
- To assist students in identifying the critical strategic policy issues in their own environments and the competencies they need to enhance their performance as managers of people, particularly in relation to the recruitment and selection of staff.
- To develop interviewing skills.

Specifically the objectives of this unit are to enable students to:
- Understand the nature and strategic importance of human resources as an asset and the link to the achievement of the organisation’s business objectives, productivity and quality outcomes.
- Experiment with various theories, techniques and approaches to dealing with people-related problems and issues through the use of situation analysis, experiential learning and skills development.
- Understand the importance of contemporary recruitment and selection issues and their effect on organisations, e.g. links between business strategy, recruitment and selection, and organisational culture.
- Build skills in recruiting, interviewing and problem solving.
- Build skills of personal reflection.
- Develop research skills through independent enquiry.
- Build on fundamental academic skills such as: research in the library; analysis and synthesis; written and verbal communication skills; report and essay writing skills; interviewing and questioning skills; presentation skills; self reliance and intellectual independence; time management – goal setting and planning.

OH300 Human Resource Development

12.5 Credit Points  30 Nominal Hours  Prerequisite: Nil  - Assessment: Research Report 40%, Presentation of Research Report 10%, Reflective Essay 50%
A subject in the Graduate Certificate in Human Resource Management.
Aims & Objectives
There are two main sections to Human Resource Development, namely Training and Development, and Career Management and Planning. Training and Development focuses on the improvement of the knowledge, skills and attitude of individuals. Career planning refers to the activities performed by an individual, with the assistance of others, to establish a career plan within the context of an organisation. Career management refers to the activities which an organisation may organise and undertake to develop their people.

The major aim of this subject is to extend the students appreciation of the role that training and development, and career management and planning can play in assisting an organisation and individuals achieve their goals.

Specifically the objectives of this unit are to enable students to:
- Understand the nature and strategic importance of human resources development in the achievement of an organisation’s business objectives, productivity, quality and people outcomes.
- Develop a deeper awareness of theories and approaches to human resources development including training needs analysis, training interventions - design and delivery including e-Learning strategies, training evaluation, and career management and planning.
- Begin developing training delivery skills through exposure to theories, practical tips and the actual experience of delivery.
- Identify the critical issues that pertain to their own workplace (where applicable) and the competencies needed to enhance their own performance in the area of Human Resource Development.
- Enhance and build on fundamental academic and personal attributes such as: research in the library and elsewhere; analysis and synthesis; written and verbal communication; report and essay writing; team working; interviewing and questioning; presenting to groups; self reliance and intellectual independence; time management - goal setting and planning; the management of personal anxiety around issues of learning.

RMD0001 Perception and Identification of Risk
12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: Nil
- Teaching methods: A range of printed, on-line and interactive learning materials will allow the participant the opportunity to gain competencies without regular face to face delivery - Assessment: Two assignments and a case study

A subject in Graduate Certificate and Graduate Diploma of Disaster Management.

Aims & Objectives
At the successful completion of the subject the participant will be expected to:
- Evaluate sources of risk and areas of vulnerability.
- Decide the management concepts and processes for a specified scenario.
- Design risk treatment selection criteria within a generic framework.
- Plan for emergencies using the AS/NZ4360 and SES guidelines.
- Plan for the effective management of risk for a specified scenario.

Content
The content of this module includes, but is not restricted to:
- The concept of risk.
- How risk is contextualised and perceived in the community and industry.
- Application of appropriate risk terminology to various situations.
- Application of estimation of risk (psychological, energy damage) and sequence of investigation.
- Community risk awareness.
- Risk estimation and loss rate concept.
- Sources of risk data - probability, failure and reliability techniques and applications.

Risk management tools:
- Fault tree and event tree analysis
- Australian Standard/New Zealand Standard 4360 1999 Risk Management
- Failure Modes and Effects Analysis
- HAZOPS
- Hazard Analysis and Critical Control Points (HACCP)
- Comprehensive Hazard and Risk Management (CHARM)
- SPHERE
- Vulnerability Mapping

References
Selected papers and course notes
- Viner, D, Accident Analysis and Risk Control, V) R Delphi, Melbourne, 1994.

RMD0002 Risk Determination and Treatment
12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: RMD0001
- Teaching methods: A range of printed, on-line and interactive learning materials will allow the participant the opportunity to gain competencies without regular face to face delivery - Assessment: Two assignments and a case study

A subject in Graduate Certificate and Graduate Diploma of Disaster Management.

Aims & Objectives
At the successful completion of the subject the participant will be expected to:
- Evaluate sources of risk and areas of vulnerability.
- Decide the management concepts and processes for a specified scenario.
- Design risk treatment selection criteria within a generic framework.
- Plan for emergencies using the AS/NZ4360 and SES guidelines.
- Plan for the effective management of risk for a specified scenario.

Content
The content of this subject includes, but is not restricted to:
- Fundamental principles relating to loss prevention.
- Practical applications will be used to indicate the underlying principles in the management of risk.
- Relevant legal structures and processes including Emergency Planning Legislation.

References
Selected papers and course notes
- Cochrane, HC, Natural Hazards and their Distributive Effects, University of Colorado, Institute of Behavioural Studies, 1975.

RMD0004 Natural Hazards
12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: RMD0001, RMD0002
- Teaching methods: A range of printed, on-line and interactive learning materials will allow the participant the opportunity to gain competencies without regular face to face delivery - Assessment: Two assignments and a case study

A subject in Graduate Certificate and Graduate Diploma of Disaster Management.
Aims & Objectives
At the successful completion of the subject the participant will be expected to:

- Evaluate natural events and industrial and human interventions.
- Decide the best method(s) of reducing vulnerability within a given area.
- Evaluate the effects of natural disasters on the community.

Content
Natural hazards have the ability to create destruction and to endanger life and property. Natural hazards are caused by:

- Earth: avalanches, earthquake, eruption, erosion, toxic mineral deposits
- Air: blizzards, cyclones, meteorite and planetary activity, ice storms, tornadoes, thermal shifts, dust storms
- Fire: lightning
- Water: drought, flood, tsunami (tidal waves), storms, snow avalanches
- Human: epidemics, plague, famine, other

References

RMD0005 Human and Industrial Hazards
12.5 Credit Points - 1 Semester - 4 Hours per Week - Hawthorn - Prerequisite: RMD0001, RM0002 - Teaching methods: A range of printed, on-line and interactive learning materials will allow the participant the opportunity to gain competencies without regular face to face delivery - Assessment: Two assignments and a case study
A subject in Graduate Certificate and Graduate Diploma of Disaster Management.

Aims & Objectives
At the successful completion of the subject the participant will be expected to:

- Synthesise the interrelationship with the natural elements, industry elements, the human element and the five sources of disaster.
- Evaluate the significance of loss from human and industrial hazards and the impact of individuals/ communities.
- Debate the interrelationship between human and industry which leads to hazards.

Content

- The relationship between man made disasters and their effects on individuals and the community.
- The effects of pollution, toxic chemical leaks, food contamination, biological and chemical warfare, terrorism, war and civil strife.
- The effect of man-made incidents on the quality of life, the safety and security of individuals and the community.
- The determination of the level of contingency, trade-off and mitigation processes that can reduce the vulnerability of the community.

The five sources of disasters:

- Earth: dam failures, ecological neglect, landslides, radioactive pollution, subsidence, toxic waste disposal, road and train accidents, ecological responsibility.
- Air: acid rain, chemical pollution, outer space fallout, aircraft hijacking, space catch accidents.
- Fire: boiling liquids, liquid expanding, vapour accidents, fire setting.
- Water: effluent contamination, oil spills, waste disposal, maritime accidents.
- People: construction accidents, design flaws, equipment failures, illicit drug making and consumption, plant accidents, food contamination, civil strife, criminal extortion by viruses and poisons, guerrilla warfare, hostage taking, sports and crowd violence, terrorism, warfare.

References

RMD0006 Emergency Logistics and Evacuation
12.5 Credit Points - 1 Semester - 4 Hours per Week - Hawthorn - Prerequisite: RMD0001, RM0002 - Teaching methods: A range of printed, on-line and interactive learning materials will allow the participant the opportunity to gain competencies without regular face to face delivery - Assessment: Two assignments and a case study
A subject in Graduate Certificate and Graduate Diploma of Disaster Management.

Aims & Objectives
At the successful completion of the subject the participant will be expected to:

- Plan the evacuation procedures for the people involved or endangered by the emergency.
- Decide a media strategy plan.
- Design the inventory supply chain components for the support of evacuees.

Content

- Emergency Logistics and Evacuation is a key component of emergency management and, as such, must cover a range of critical factors for protecting life and assets.
- The decision to evacuate encompasses many legal obligations on the parties carrying out the evacuation.
- Once the decision has been made to evacuate, logistical support must be implemented to meet medical needs, house, feed, cloth and transport in a safe and efficient manner.
- The decision must be communicated to all parties involved with clear and unobstructed details explaining the process, location and means through which the evacuation and logistics will take place.

References

RMD0007 Emergency Management and Disaster Recovery
12.5 Credit Points - 1 Semester - 4 Hours per Week - Hawthorn - Prerequisite: RMD0001, RM0002 - Teaching methods: A range of printed, on-line and interactive learning materials will allow the participant the opportunity to gain competencies without regular face to face delivery - Assessment: Two assignments and a case study
A subject in Graduate Certificate and Graduate Diploma of Disaster Management.

Aims & Objectives
At the successful completion of the subject the participant will be expected to:

- Design disaster plans and procedures for different types of disasters.
- Develop strategies to prevent and control disasters.
- Plan the evacuation procedures for the people involved or endangered by the emergency.
- Decide a media strategy plan.
- Design the inventory supply chain components for the support of evacuees.

Content

- Emergency Management and Disaster Recovery is a key component of emergency management and, as such, must cover a range of critical factors for protecting life and assets.
- The decision to evacuate encompasses many legal obligations on the parties carrying out the evacuation.
- Once the decision has been made to evacuate, logistical support must be implemented to meet medical needs, house, feed, cloth and transport in a safe and efficient manner.
- The decision must be communicated to all parties involved with clear and unobstructed details explaining the process, location and means through which the evacuation and logistics will take place.

References
• Plan an emergency management system incorporating primary, secondary agencies and support organisations for implementation in emergency situations.
• Plan the key management objectives and key services within a recovery context.
• Evaluate the impact on the community.
• Plan for economic recovery of the community.

Content
The need to identify all areas of the recovery process at all levels within a management context of planning and implementation is critical to the role of management.

The ability to manage and plan in an emergency is critical to the safety of lives for both personnel helping and those requiring assistance or aid at an accident, a natural disaster or an emergency scene.

The ability to control operations, the media, liaise with different emergency service teams and to coordinate the functions involved in carrying out the tasks and providing equipment and services to those involved in the activities relating to the emergency or evacuation being undertaken.

References
United Nations Development Program, An Overview of Disaster Management, CORP.

Victorian State Disaster Recovery Plan

RMD0008 Disaster Management Research Project

12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: Satisfactory completion of the Graduate Certificate • Teaching methods: Supervision • Assessment: Initial research design project, 1000 words (10%), an interim report (20%) and a final report, 5000/8000 words (70%).

A subject in Graduate Certificate and Graduate Diploma of Disaster Management.

Aims & Objectives
At the successful completion of the subject the participant will be expected to:
• Describe the stages involved in undertaking a research project.
• Describe the essential qualities and components of a graduate level research project and associated report.
• Review the application of disaster-specific management principles.
• Prepare a research brief to investigate a major element of the disaster management strategy/element.
• Undertake a research investigation into an aspect of disaster management practices which adds to the level of knowledge of disaster management at the local, national or international levels.
• Prepare and present a written report based on research undertaken.

Content
Note that the research project will investigate a specific disaster scenario, either real or synthesised by the compilation of information provided from actual events.

Establishment of supervisors
• Nominated workplace/organisation-based supervisor and institution/ national-based supervisor.
Identification and definition of the specific project to be undertaken
• Nature and type of project to be undertaken; rationale of project.
• Definition of scope and possible outcomes.
• Identification of possible resources.
• Identification of strategies to achieve project outcomes, use of qualitative and quantitative data.
• Preparation of a feasible project plan in consultation with nominated supervisor(s).

Execution of objectives
• Involvement of other relevant personnel.
• Establishment of protocols for execution and reporting, with workplace and institution-based supervisors.
• Collation and analysis of qualitative and quantitative data.
• Summation and conclusions.

Preparation and presentation of written report
• Identification of other possible target audience(s)
• Submission negotiation and presentation

References

RMD0009 Disaster Preparedness and Decision-making

12.5 Credit Points • 1 Semester • 4 Hours per Week • Hawthorn • Prerequisite: RM D0001, RM D0002 • Teaching methods: A range of printed, on-line and interactive learning materials will allow the participant the opportunity to gain competencies without regular face to face delivery • Assessment: Two assignments and a case study

A subject in Graduate Certificate and Graduate Diploma of Disaster Management.

Aims & Objectives
The purpose of this module is to identify and evaluate the essential elements of disaster preparedness, response and operational decision-making.

On completion of the module, the learner should be able to:
• Assess disaster preparedness measures fundamental to effective disaster response operations.
• Evaluate a range of disaster response management concepts.
• Evaluate operational decision-making processes in disaster response.
• Analyse post-disaster measures to improve disaster preparedness.

Content
• The history of the Australian Disaster Management System
• Disaster Management concepts and principals
• Disaster planning
• Human response to disaster
• Disaster Management training requirements
• Community awareness and education
• Warning systems and their essential components
• Disaster response management concepts
• Incident Control Centres
• Emergency Coordination Centres
• Roles of government and non-government emergency agencies
• Strategies to enhance multi-agency liaison and coordination
• Integrating response and recovery phase
• Information processing
• Resource management
• Media management in disaster response
• Operational decision-making processes
• Political, social, financial and legal implications in decision making
• Briefing and debriefing
• Public information
• Post disaster reporting processes and lessons learnt

References
VBN765 Eco-Design

50 Nominal Hours • Hawthorn/Online • Prerequisite: Nil

An elective unit in the Graduate Certificate in Sustainability.

Content

Students will explore the nature of design and consider how it relates to consumerism and other social, economic and ecological processes. Eco-design concepts (such as dematerialisation, material selection, energy/water and material efficiency; end of use or second life issues) and the design process will be examined through case studies and research. Techniques for testing design outcomes and quantifying specific impacts will also be explored.

VBN766 Energy for the Future

50 Nominal Hours • Hawthorn/Online • Prerequisite: Nil

An elective unit in the Graduate Certificate in Sustainability.

Content

This unit will explore energy from a number of perspectives. Traditional energy sources will be examined, as will new and potential future sources of energy (eg: solar, wind, biomass, geothermal, wave, hydro) - with a critical assessment of the viability (economically, socially and environmentally) of the range of options available. The importance of energy efficiency will be emphasised, along with possible approaches to demand management. Energy trends and forecasting techniques will also be discussed.

VBN767 Global Citizenship: Corporate and Community Sustainability

50 Nominal Hours • Hawthorn/Online • Prerequisite: Nil

An elective unit in the Graduate Certificate in Sustainability.

Content

This unit explores sustainability within the context of the corporate and community sectors. The primary focus will be the examination of corporate and community sustainability in practice (eg: community development and capacity building, sustainable purchasing and transport, waste minimization, water and energy saving, equity, staff satisfaction, business ethics, OHS, living and working sustainably). The role of stakeholders will also be explored, as will corporate governance and accountability frameworks such as the triple bottom line.