



This handbook is designed for students, families and key school staff. It provides a summary of the CHES Higher Education Studies (HES) programs, the application process and the expectations and requirements of studying a HES subject at CHES.



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## Welcome to CHES

### Centre for Higher Education Studies (CHES)

Welcome to the next stage in your educational journey. This is your chance to challenge yourself and to get a head start on university by studying a Higher Education Study (a first-year university subject with two units, one per semester) while you are still in school.

CHES is a ground-breaking new centre of excellence that has been established to cultivate the potential of high-ability and high-achieving senior secondary school students. It is a direct response to the Victorian Government's intention that all students, regardless of their starting point, are supported to realise their full potential. As our name suggests, we are expanding access to Higher Education Studies (HES) for high-achieving government school students.

This handbook details the HES that are being offered for 2024 through CHES and our university partners, including information about eligibility, enrolment applications, selection processes, and each of the subjects on offer.

HES are first year university subjects and are designed to extend high-achieving students. At CHES, we offer HES to government school students across Victoria, including students in metropolitan, rural, regional, and remote areas, students with disadvantaged backgrounds, and students who may be first in their family to undertake university studies. We are excited to be expanding access to HES to an even more diverse group of high-achieving students than ever before. Through an innovative 'hy-flex' approach to teaching and learning, students can remain enrolled at their chosen government secondary school and undertake one HES through CHES, as part of their VCE program. To accommodate as many eligible students as possible, these programs are available through a hybrid and flexible approach, with opportunities to study online, on-site at CHES, and to visit and explore university campuses.

At CHES, we are proudly partnering with a range of Victorian universities to broaden the range of HES available to senior secondary students. We are a bridge between schools and universities, students and university faculties, and between high-ability students across Victoria. Students who undertake a HES subject with us will also have access to our CHES Student Enrichment Series, which includes masterclasses from a range of universities and mentoring opportunities with university students and academics.

This is an exciting time for students to become part of the inaugural intake of students into CHES. Our programs will enable students to accelerate and to deepen their learning. Students enrolled in one of our subjects will have the opportunity to learn from university experts who are specialists in their field, to expand their knowledge and skills and challenge themselves, to build networks with other high-achieving students, to experience university life while still at school, to be considered for university credits and gain ATAR points, and to continue building an impressive CV for their future.

At CHES we are forward thinking. We invite you to look to the future with us and take the first step in your journey to university in 2024. I encourage you to read the information in this handbook, on our website, and the links in this document to find further information on university websites, and to contact us with any questions or queries. If you or your family would like to learn more about HES at CHES, please attend one of our online information evenings. There is more information on our programs and upcoming school tours and information evenings on our website: [www.ches.vic.edu.au](http://www.ches.vic.edu.au) and we welcome enquiries on phone 9063 1170 or [ches@education.vic.gov.au](mailto:ches@education.vic.gov.au).

We welcome your application to enrol in a HES with us in 2024.

**Stewart Milner**

Foundation Principal

**We Reach; We Connect; We Understand.**

**We Think Ahead.**

[www.ches.vic.edu.au](http://www.ches.vic.edu.au)



## Higher Education Studies (HES) in the VCE

### What are Higher Education Studies (HES)?

Higher Education Studies (HES) are first-year university subjects that are taken as part of a student's VCE program. The HES constitute about 20% of a full-time first-year university course and are an advance on a VCE Unit 3 and 4 subject, or provide the opportunity to explore new areas of interest. Each HES is equivalent in duration and workload of a VCE Unit 3 and 4 sequence.

The HES outlined in this handbook are being offered through CHES and delivered by our university partners.

It is important to note that only one HES can contribute towards satisfactory completion for the award of the VCE.

### Technical details of completing a HES

Through CHES students can apply to study a HES as part of their VCE program.

Students accepted into a HES enjoy a wide range of benefits including academic challenge from an extension subject and a contribution towards the calculation of the ATAR. Students who successfully complete a HES will have the title of the study, the year of enrolment, and the university name reported on their VCE Statement of Results.

### ATAR increment

HES can only be used as a fifth or sixth subject in the calculation of the ATAR. Depending on a student's results, completion of the HES can contribute 3 to 5 points to the ATAR aggregate.

The Victorian Tertiary Admissions Centre (VTAC) provides an ATAR increment for a HES as a fifth or sixth subject, provided that the student has:

- satisfactorily completed four VCE Unit 3 and 4 sequences for which study scores have been calculated, including one from the English group
- satisfactorily completed at least one VCE Unit 3 and 4 sequence in the same year as the HES
- satisfactorily completed the full year of the HES
- been awarded a pass result by the university.

The table below outlines the points students will receive, and the equivalent VCE study score value, for completion of a HES (accurate at time of publication).

You can find more detailed information about how the VTAC calculates the ATAR contribution at [www.vtac.edu.au](http://www.vtac.edu.au)

**Please note:** HES subjects are included in Study Area groupings for calculation of ATAR. Students should ensure they have read the information on the VTAC website before selecting a HES.

### ATAR Increment Conversion

Average mark for HES subject	HES ATAR aggregate contribution	Equivalent VCE study score
90 or more	5.0 points	50
80-89	4.5 points	45
70-79	4.0 points	40
60-69	3.5 points	35
50-59	3.0 points	30

**Please note:** International Baccalaureate (IB) students are not eligible to enrol in a HES subject. Students in government schools completing the IB should contact CHES to discuss their options.





Where students withdraw from, or fail to satisfactorily complete, the VCE study listed either as a prerequisite or concurrent subject, they will not be eligible for a HES increment in their ATAR calculation regardless of their performance in the HES.

#### **Earning university credits**

Students who successfully complete the HES may be considered for a credit towards an undergraduate course at the university where the study was satisfactorily completed if the subjects can be taken as part of that course. Where students apply to study an unrelated undergraduate course at the university that delivered the HES, or apply to study at another university, students may also be considered to receive credits, at the discretion of the university.

To be considered for course credits, students will need to submit a 'credit application' when applying to study the undergraduate qualification or when students receive their course offer from the university. Each university has their own processes and requirements for recognising prior learning and these policies are available at the following links:

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#### [Australian Catholic University:](#)

Credit and prior learning – Get credit to an ACU course

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#### [Deakin University:](#)

Recognition of prior learning - Deakin University

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#### [Federation University:](#)

Pathways and credit - Federation University Australia

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#### [La Trobe University:](#)

Advanced Standing, Information for new students

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#### [Monash University:](#)

Credit for prior study – study at Monash University

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#### [RMIT University:](#)

Apply for credit - RMIT University

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#### [Swinburne University:](#)

Credit for Prior Study or Experience | Swinburne

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#### [University of Melbourne:](#)

Advanced Standing

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#### [Victoria University:](#)

Credit for skills and past study

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#### **Moving confidently into university life**

Students enrolled in a HES have the opportunity to experience university study and tertiary life. This includes visits to university campuses, opportunities to engage with university students and academics, and access to university resources.

#### **Adding credentials to your CV**

Students will receive their academic transcript on the successful completion of their HES. CHES also offers student leadership opportunities, including nominating for election to the CHES school council.

#### **Student educational resources**

There are no enrolment costs or subject fees for students to study a HES through CHES. Students will be advised if they need to acquire educational items such as textbooks (paper or digital versions), stationery, calculators, and digital devices.

#### **No penalty for withdrawal or failure**

At CHES, our aim is for all students to successfully graduate from the HES they undertake with our university partners. If a student withdraws from or fails the HES, they will not experience any disadvantage when subsequently applying to study at that university or any other tertiary institution.

Students should ensure that withdrawal from their HES subject will still allow them to meet the requirements to be awarded their VCE and receive an ATAR. This is the best determined by speaking to the Carers Advisor or VCE Co-ordinator in the base school.



## Benefits of studying a HES subject through CHES

### 1. CHES provides coordination, resourcing and support for students enrolled in HES

In partnership with universities and the student's base school, CHES will provide oversight, coordination and support for their HES program. The CHES staff will guide and support students with transitioning into and through their HES program. We will provide wrap-around support to enable students to be successful.

All students accepted into CHES will be provided access to the CHES Learning Management System (LMS). This will provide students with a common platform for access to collaboration spaces, news and key information updates, links to services and staff at CHES, booking options for the Student Enrichment Series, and a place to connect with other CHES students.

The universities also provide students with access to their own LMS platform, libraries, and other tertiary resources.

At CHES we work closely with the base schools for the duration of their engagement in the HES program.

### 2. Opportunities to make new friends and connections

Through their HES, students will meet leading academics, teachers and university students. Students will be learning together with other high-ability students from across Victoria and will have the opportunity to develop positive relationships with others, building a strong network before continuing to university after graduating from secondary school.

### 3. Student Enrichment Series

At CHES we recognise the importance of supporting students with their transition to university. Together with our university partners, CHES provides enrichment and extension opportunities to further stretch and challenge senior students, including our CHES Student Enrichment Series.

The Student Enrichment Series is published each term, available to students who are enrolled in a subject through CHES, and includes masterclasses, workshops, and seminars. The Student Enrichment Series events enrich and extend the critical thinking, creativity, collaboration and communication skills of students.

There are also opportunities for CHES students to engage in one-to-one mentoring with university students and academics.



## Making Higher Education Studies (HES) accessible

### Hy-flex learning through CHES

CHES expands access to HES for high-achieving senior secondary students in government schools across Victoria. The HES are delivered by our university partners through a 'hy-flex' approach involving hybrid online and on-site learning options, with greater flexibility and choice in how students engage with their program.

### CHES is the physical hub for Higher Education Studies

Our state-of-the-art centre is designed to reflect the nature of a mature, tertiary learning environment, while providing secondary school students with the comfort and familiarity of a dedicated centre and a team of support staff.

Our partner universities use the CHES facilities for both on-site and virtual delivery of HES which enables students across Victoria to participate in interactive classes with other CHES students.

### University excursions and seminars

Students have the opportunity to attend university campuses to access on-site specialist facilities. This boosts the preparedness of students for transition to full-time tertiary study in the following years. Students and families should note that visits to universities will normally be unsupervised excursions and students will be expected to make their way to and from those programs independently.

### Hybrid and flexible learning options

To help students fit HES in with their overall VCE program, universities will deliver programs in a variety of ways. Students will remain enrolled at their chosen government secondary school and to undertake a study at CHES as part of their VCE program.

We use a hy-flex approach to teaching and learning through CHES. This blended, hybrid and flexible approach means that at times HES is delivered on site at our state-of-the-art CHES facility and at other times there are seminars and excursions to the university campus. There is online learning access each step of the way. Our hy-flex delivery model is mediated through extensive technology installed and embedded within the CHES facility which supports students to access the HES online. This ensures all students have an equitable learning experience.

Active participation is key. All students, regardless of their location, are able to access lesson content at different times and engage in class activities. Together with the university staff, we promote and expect active participation of all students and genuine engagement in classroom activities between students on-site and online.

### Close, supportive connections with base schools

CHES liaises closely with students' base-schools and the universities to support the academic progress, wellbeing, and engagement of students, including those who are learning remotely.



## Applying for Higher Education Studies

### Eligibility to enrol in a Higher Education Study through CHES

Higher Education Studies (HES) are offered to high-achieving and high-ability senior secondary students.

Students will not be required to undertake an entrance exam to enrol at CHES. There is a simple online application for enrolment into HES programs accessed via the CHES website. The student application includes two parts:

- **section one** to be completed by the student and their parent/carer
- **section two** by the student's base school with a statement that confirms student suitability for a CHES program and any details regarding special circumstances or considerations that the CHES Selection Panel should be aware of.

A student's suitability to undertake the HES must be approved by their Principal. In addition, schools will need to nominate a base school supervisor and agree to support the student as per the roles and responsibility documentation provided in the Base School handbook.

Students enrolling should have the capacity for **independent** and **collaborative learning**. The HES selected should appropriately reflect each student's prospective future study pathway, career choice or interests.

Students must have completed the prerequisite study or be completing the study concurrently, if applicable. Please refer to each HES subject description in the following sections for further information about prerequisite and co-requisite VCE subjects.

To be eligible for a HES through CHES, students must be enrolled in VCE in the year they intend to participate (i.e. have at least one VCE Unit 3 and 4 during the year in which they undertake the HES).

For students to be considered for a CHES program current enrolment in a **government school** is required. If a student has a dual enrolment across the government, catholic or independent school sectors, the student must be undertaking the majority of their studies at the government school (for example, if a student is currently enrolled in an independent school where the majority of their VCE studies are being completed but is also undertaking a subject through **Virtual School Victoria** or the Victorian School of Languages, this student would not be considered eligible for participation in a CHES program).

Students must **maintain their enrolment in a Victorian government school** (as their main school) for the duration of their course at CHES. Students who do not maintain their enrolment in a Victorian government school may be ineligible to continue their studies, or payment may be sought to fund their participation. The CHES principal will determine the most suitable approach in such a situation.

At this time international students and those who are home-schooled are not eligible to apply.

There is no limit on the number of applications that can be received nor number of students that can be enrolled at CHES from **any one school**. Each and every individual application will be considered on its merits.

Please note that universities may have other eligibility criteria for each of their HES. In each of the HES listed, the universities have indicated if there are additional academic standards or other additional requirements for acceptance into the specific subjects they offer (e.g., some universities have indicated an average grade level required across non-prerequisite subjects). Links to university webpages have been included in the HES subject section of this handbook.

### How many HES can I apply for?

Students can enrol in **only one** HES. Through the application process students may apply for a maximum of two HES and indicate the order of preference. If students are not accepted into one HES, they may be eligible for the other if they meet the selection criteria.





## How will my application be assessed?

Ultimately, universities retain the autonomy to determine whether students will be enrolled in their HES units and they will make the final decision on student enrolment. The allocation of student places to CHES courses will be based on merit, with allowances made to ensure student selection is informed by the principles of excellence and equity.

The student selection process is designed to streamline the review of applications and selection of students for each of the HES. CHES coordinates the application process, reviews applications and provides recommendations to each university. An enrolment committee convened by the CHES Principal will assess each application, including each student's current and likely attainment levels (including performance so far in any prerequisite subjects), as well written statements from the student and their school that provide insight into the student's suitability to undertake a HES through the CHES.

The CHES Principal reserves the right to request an interview with applicants for whom additional information is required to enable appropriate consideration of their application.

## Who teaches the HES subjects?

The HES subjects are taught by university staff and the universities deliver the curriculum, teaching and assessment of the HES subjects. HES subjects are delivered by the universities, not by CHES. Staff at CHES provide ongoing support and guidance to students throughout their HES journey and communicate with and liaise between universities and the base schools of students.

## When are classes held?

The exact timing of the HES classes will be confirmed by universities after the start of the academic year. The HES are usually available after normal school hours to minimise clashes with the scheduled VCE classes of students. Some subjects may require attendance during school hours, with the option of attending online or on-site, and there may be a small number of full-day or half-day seminars held during school holidays or on weekends. Students are advised of key dates as early as possible.

## What is the time commitment? What are the attendance requirements?

The time requirements for each HES are equivalent to the time allocation for a standard VCE study. To help students complete a HES as part of their VCE timetable, CHES works closely with partner universities on scheduling of HES programs, to ensure minimal disruption to the VCE program.

Students are able to attend online or on-site for their HES classes. The number of classes and the time commitment each week depends on the subject area studied. It is important to note that each HES will have a compulsory attendance requirement, that is similar to existing VCE attendance requirements at schools. In addition to formal class time, all subjects will require a certain number of hours of self-study each week.

In terms of assessments, CHES will work closely with HES coordinators at universities to minimise clashes with VCE exams and other major VCE commitments. Students should note that there may be a requirement to attend on site for major exams or assessments at certain points in the year.



## Key Dates for 2023 - 2024

Date	
<b>Tuesday 11 July 2023</b>	Applications open for 2024 HES programs
<b>Tuesday 11 July 2023, 6.30pm</b>	Information Evening (online) – Session 1
<b>Thursday 20 July 2023, 6.30pm</b>	Information Evening (online) – Session 2 (this is a repeat of Session 1)
<b>Thursday 31 August 2023</b>	Applications close for 2024 program (late applications will not be accepted)
<b>Thursday 30 November 2023</b>	<p>Outcomes of applications emailed to student applicants and their schools will be:</p> <p><b>Yes:</b> unconditional offer of acceptance</p> <p><b>Yes:</b> provisional offer (pending the semester 2 results of students)</p> <p><b>No:</b> application declined as the selection criteria was not met, places on the course were exhausted by students who achieved a higher ranking, or the course has not attracted a suitable number of applicants.</p> <p>For students who receive an unconditional or provisional offer of acceptance, CHES will provide links to the university's online enrolment process (as necessary) as the final step in the process.</p> <p>For students who were declined their first preference but have indicated a second preference, their application for the second preference subject will be considered as part of round 2 of the selection process in November and December.</p> <p>Where preferences have been exhausted but minimum criteria have been met, the student will be encouraged to consider an enrolment directly with the university.</p>
<b>No later than 12 January 2024</b>	CHES will communicate updated outcomes (accepted or declined) to all students (and their schools) for round 1 and round 2 offers. For accepted students, CHES will provide links to the university's online enrolment process as the final step in the process.
<b>Late February 2024</b>	HES classes commence

Registrations for the information evenings will be available through the CHES website as well as a recording of the information evening afterwards.



## Steps to applying for a CHES Higher Education Study

### 1. Choose your preferred HES subject

There are a range of subject areas available. The full list of HES subjects are included below for each university. In choosing which subject to apply for, we encourage you to consider your strengths, interests and future career aspirations first and foremost. Two key things to keep in mind are:

- The VCE subjects you most enjoy and achieve most highly in;
- The prerequisites and any other requirements for enrolment into each particular HES subject

In your application, you can choose up to two HES. You will need to list them in priority order. If you are not accepted into your first preference, you may be considered for your second.

### 2. Check your eligibility and permissions

See the 'Eligibility to enrol in a Higher Education Study through CHES' section in this handbook and ensure that you meet those requirements before applying, including any university-specific eligibility criteria for the HES (see university entries in the HES subject section of this handbook).

The principal of your school will need to approve your application to study at HES through CHES.

#### Apply online

Once you have confirmed that you are eligible to apply for the HES, you will need to submit an online application through the CHES website: [www.ches.vic.edu.au](http://www.ches.vic.edu.au)

To submit an application, follow the steps on the CHES enrolment application page. Choose your preferred HES (up to two HES can be selected in preference order) and provide your response to the Student Statement section. Please note that your school principal (or their representative) will be asked to verify your information and provide some of your results to support your application. An automated request for information will be sent to your school principal once your section of the application has been submitted.

The 'Student Statement' section of the application will ask you to prepare a short response to the following two questions:

1. Drawing on your skills and attributes, outline why you feel you are well-suited to study at CHES. Please share some examples that highlight your skills and strengths (Word limit: 300 words)
2. What is it about the HES units you have selected that appeals to you? Why is commencing tertiary study as part of your VCE important to you? (Word limit: 300 words)

While preparing your application, you can click the 'Save' button at any time and return to your application later. Once you have successfully submitted your online application, you will receive an automatic email from CHES confirming receipt of your application.

### Questions?

#### We welcome your enquiries

If you have any questions about the Higher Education Studies, please contact the CHES team on 9063 1170 or [ches@education.vic.gov.au](mailto:ches@education.vic.gov.au)

The CHES website should be accessed regularly by students, parents/carers and their schools to ensure that they are accessing the most up-to-date information on HES through CHES.



## Unit outlines for each HES offered in 2024

Before selecting a HES to apply for, please read carefully through the following subject information pages.

In this section, the details of each particular HES have been outlined by the universities, including an overview of the HES, any prerequisite or co-requisite VCE studies, the intended learning outcomes, the linked undergraduate qualification, any specific requirements (including any mandatory dates and times for holiday seminars and intensives or excursions), and the links to the university websites for further information on the units and any further university eligibility requirements.

CHES is proud to be partnering with the following Victorian universities in the delivery of Higher Education Studies for 2024:





## HES Unit Outlines Offered in 2024

Aboriginal Studies and Anthropology	La Trobe University	14
Accounting	Federation University	15
Accounting	La Trobe University	16
Anatomy & Physiology	Federation University	17
Biological Science	Federation University	18
Economics	University of Melbourne	19
Exercise and Sports Science	ACU	20
Health Science	La Trobe University	21
History	Monash University	22
Human Biosciences	La Trobe University	23
Information Technology	Federation University	24
Introduction to Psychology	Federation University	25
Law	La Trobe University	26
Literature	University of Melbourne	27
Maths and Analysis	Federation University	28
Mathematics	University of Melbourne	29
Physics	University of Melbourne	30
Politics, Philosophy and Economics	La Trobe University	31
Psychology	University of Melbourne	32
Space Industry	Swinburne University	33
Sustainable Development	RMIT	34



## Aboriginal Studies and Anthropology

### La Trobe University



#### Overview

#### Unit 1 – Introduction to Aboriginal Australia (ABS1IAA)

#### Unit 2 – Transforming Local Communities (ANT1TLC)

**Unit 1** In this subject students will be introduced to various elements of Indigenous Australia. They will study a broad range of issues of relevance to contemporary Aboriginal and Torres Strait Islander people. There will be a particular emphasis on the Indigenous topics of Australia. Students will gain an understanding of regional variation throughout Australia. Issues discussed include cultural continuity and differences, identity, self-representation, spirituality, family, gender, land, politics, law, economics, education, health, history, art and music.

**Unit 2** Want to understand everyday and radical change and learn ways to be a part of bringing about positive social transformations locally and globally? In this subject students will explore how people living in diverse cultural contexts experience change. Students will learn about how engaged research can be used to help build community resilience and bring about meaningful positive changes at local and global levels. This unit presents a series of specific case studies that introduce students to key issues such as: Anthropological Responsibility and Community Change; Anthropology and Human Rights; Gender and Empowerment; Structural Violence and Resilience; How to Think Critically about Development;

#### VCE pre-requisite or co-requisite required

None

#### Learning outcomes

On successful completion of Unit 1, you will be able to:

1. Analyse a range of texts in the field of Aboriginal and Torres Strait Islander studies.
2. Apply knowledge to understanding concepts and issues and interpreting data about Aboriginal and Torres Strait Islander people in Australia and the world today.
3. Apply suitable research methods to addressing social issues involving Aboriginal and Torres Strait Islander people.
4. Produce a sustained, complex written argument about social research methods relating to a topic on Aboriginal

and Torres Strait Islander people.

On successful completion of Unit 2, you will be able to:

1. Develop an introductory knowledge of key concepts, topics and issues in anthropology and the social sciences.
2. Research and write thoughtfully about social and cultural change.
3. Apply ethical and cultural awareness to issues of cultural and social change.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online Quiz(zes)	25%	30%
Research Assignment	—	30%
Major Essay	50%	40%
Essay/Report	25%	—

#### Linked undergraduate qualification

- Bachelor of Arts
- Bachelor of Archaeology
- Bachelor of Global Studies
- Bachelor of Social Work

#### Eligibility requirements

Applicants must provide evidence of successful completion of Year 11 (Units 1 and 2) and be studying VCE Year 12 in the year of their enrolment.

Students must have achieved at least a 70% average grade across Year 11.

#### Proposed delivery arrangements

Both units are delivered online. Synchronous activities will be scheduled after 4pm where possible.

#### Further information

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.





## Accounting

### Federation University



#### Overview

#### Unit 1 – Principles of Economics (BUECO1509)

#### Unit 2 – Principles of Accounting & Finance (BUACC1508)

**Unit 1** This course provides an introduction to the main ideas and concepts involved in modern economics, and provides students with an understanding of how the economy works; how individuals, businesses and governments form and shape their decisions using economic principles; and the role of public policy on outcomes including the trade-offs faced in making policy decisions. It considers both microeconomics - the analysis of choices made by individual decision-making agents (households and businesses) - and macroeconomics - the analysis of the economy as a whole.

**Unit 2** This course is an introduction to basic concepts in accounting and finance and the application of these concepts for decision-making by a wide range of potential users (e.g. shareholders, investment analysts, lenders, managers, etc.). This course should benefit students who wish to specialise in accounting and/or finance, and will also be of value to students whose primary interest lies elsewhere in the field of business.

#### VCE pre-requisite or co-requisite required

Students will have completed or be concurrently enrolled in, Units 3 & 4 Accounting or Economics.

#### Learning outcomes

On successful completion of Unit 1, you will be able to:

1. Explain the fundamental principles of economics, and how they are relevant in analysing and describing decision-making by a range of stakeholders.
2. Critically examine economic issues facing a range of stakeholders locally, nationally and globally.
3. Critically analyse and synthesise multiple sources of economic information in order to support conclusions and address issues.
4. Interpret economic data and statistics, and use them to analyse real life situations.

On successful completion of Unit 2, you will be able to:

1. Understand the accounting process and the language of accounting to enable communication with an accounting professional.
2. Understand and apply accounting knowledge and skills to generate accounting information suitable for informed decision-making by a wide range of potential users.
3. Prepare, interpret and analyse financial statements and evaluate organizational performance.
4. Employ accounting information and knowledge of financial and investment evaluation techniques to make wealth-increasing financial decisions.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online Quiz(zes)	10-30%	—
Individual or Group Assignment	50-70%	20-40%
Participation	10-20%	—
Review of selected topics	—	10-30%
Final Test	—	40-60%

#### Linked undergraduate qualification

- Bachelor of Information Technology
- Bachelor of Professional Accounting
- Bachelor of Cognitive Enterprise

#### Eligibility requirements

Not Applicable

#### Proposed delivery arrangements

Online delivery of lectures and tutorials. These will be recorded for students to watch at a time that suits them if unable to attend the designated class time. Students work independently on self-paced learning tasks in Moodle.

#### Further information

It is recommended that you dedicate between 8 -10 hours of study to each of your enrolled units per week (over a 12 week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Accounting

### La Trobe University



#### Overview

##### Unit 1 – Fundamentals of Accounting (ACC1AMD)

##### Unit 2 – Accounting Information Systems (ACC1AIS)

**Unit 1** This subject provides students with an understanding of accounting process and application in the business environment. The subject covers the conceptual framework underlying accounting practices and the application of accounting information systems in the process of recording and reporting business transactions. After studying this subject, students will understand the use of accounting information to make business decisions and judgments incorporating both technical knowledge and ethical principles.

**Unit 2** The digital transformation of business operations has led to an increasing demand for accounting and business professionals to develop information and communications technology (ICT) skills. This subject is designed to develop your ICT skills in the context of accounting practice. You will learn the impact of ICT on an organisation's environment and how it is used to analyse data and support operational and management decision making. Systems design and development, database management systems, database design, relational database, responsible data management, and emerging accounting technologies are also discussed.

#### VCE pre-requisite or co-requisite required

Students will have completed, or be concurrently enrolled in, Units 3 & 4 VCE Accounting.

#### Learning outcomes

On successful completion of Unit 1, you will be able to:

1. Explain the role of accounting in the business environment.
2. Apply fundamental accounting concepts and ethical principles in recording and reporting business transactions.
3. Prepare basic financial statements and analyse financial reports for decision making purposes.
4. Use information communications technology (ICT) in the process of reporting, recording and analysing accounting information.

On successful completion of Unit 2, you will be able to:

1. Explain the role of accounting information systems and technology in business processes to support operational and management decision making.
2. Apply relevant ICT to analyse data, and identify, report and manage risks in an organisation.
3. Use an accounting software application and/or an enterprise business intelligence tool to manage business processes.
4. Assess the adequacy of ICT processes and controls, and develop strategies for improvement.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online Quiz(zes)	10%	—
Individual Assessments	30%	50%
Examination	60%	50%

#### Linked undergraduate qualification

- Bachelor of Accounting
- Bachelor of Business
- Bachelor of Commerce

#### Eligibility requirements

Applicants must provide evidence of successful completion of Year 11 (Units 1 and 2) and be studying VCE Year 12 in the year of their Extension enrolment.

Students must have achieved at least a 70% average grade across Year 11.

#### Proposed delivery arrangements

Both units are delivered online. Synchronous activities will be scheduled after 4pm where possible.

Unit 1: One 1 hour lecture plus one 2 hour workshop each week

Unit 2: One 2 hour computer workshop each week

#### Further information

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Anatomy & Physiology

### Federation University



#### Overview

**Unit 1 – Anatomy & Physiology for Health Professionals 1 (HEALT1111)**

**Unit 2 – Anatomy & Physiology for Health Professionals 2 (HEALT1112)**

**Unit 1** provides foundational knowledge of human anatomy and physiology. In this course, the biological basis of human health and the working of the human body will be explored. The major themes of study relate to organisation of the body and explores anatomy and physiology from cells to tissues to organ systems. The course examines, support and movement, and human physiological processes and their integration and control with particular focus on the maintenance of normal body function.

**Unit 2** provides foundational knowledge of human anatomy and physiology relevant to Healthcare Professions. In this course, the biological basis of human health and the working of the human body will be explored. The major themes of study explore anatomy and physiology as related to body defences, integration and control through hormonal processes and maintenance and development of normal function through nutrition and fluid balance.

#### VCE pre-requisite or co-requisite required

Students will have completed Units 3 and 4 of VCE Physical Education or Biology.

#### Learning outcomes

On successful completion of Units 1 and 2, you will be able to:

1. Describe basic chemical composition, functions, and organisation of the human body and how they contribute to homeostasis under normal conditions.
2. Relate the concept of homeostasis to physiological processes.
3. Apply underlying physiological principles to the care of a client in a practical scenario.
4. Locate components of the body systems using a variety of resources together with practical application.
5. Describe the major changes during growth and development across the lifespan and how they relate to health.
6. Collate and evaluate clinical data relevant to the functioning of various body systems.
7. Develop and assess graduate attributes and Healthcare Professionals' Standards of Practice allocated to this course.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Laboratory Attendance and Participation	S/U	S/U
Online Quizzes	33%	—
Mid-Semester Practical/Theory Test	30%	35%
Final Practical/Theory Test	37%	45%
Case Study Report	—	20%

#### Linked undergraduate qualification

- Bachelor of Exercise and Sport Science
- Bachelor of Nursing
- Bachelor of Health and Physical Education
- Bachelor of Sport, Physical and Outdoor Education
- Bachelor of Secondary Education (Health and Physical Education Teaching)
- Bachelor of Biomedical Sciences

#### Eligibility requirements

Not Applicable

#### Delivery arrangements

Weekly virtual classes (recorded) as well as fortnightly online touch points for clarifying information and receiving support. There will be up to three compulsory laboratory sessions each semester held at CHES. Optional weekly peer assisted study sessions are also held online.

Students will also be required to complete a practical exam onsite at CHES or a Federation University campus.

#### Requirements

The course has 90% attendance criteria. To meet this criterion, students must attend all timetabled laboratory classes and provide medical documentation to explain any absences from laboratory classes. Students will not be eligible for a pass in the course if attendance is deemed unsatisfactory.

#### Further information

It is recommended that you dedicate between 8 -10 hours of study to each of your enrolled units per week (over a 12 week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Biological Science Federation University



### Overview

#### Unit 1 – Principles of Biology (SCBIO1001)

#### Unit 2 – Systems Biology (SCBIO1020)

**Unit 1** will provide a broad overview of biological sciences from molecular biology of cells through to populations. With the inclusion of the examination of various aspects of biology drawing from all kingdoms of life, students will appreciate the commonalities amongst all living organisms and how these have evolved, developing an understanding of the basic processes underpinning life and how organisms and populations change over time.

**Unit 2** introduces students to the anatomy and physiology of the body. It focuses on anatomy (structure) from the cellular to the organ level of arrangement and how cells, tissues and organs work together to maintain physiology (function). Major concepts in cellular and subcellular biology are revised before understanding cellular function and arrangement into tissues, tissue function and arrangement into organs, and how organs work together both as part of separate systems and in cooperation with each other (integration).

#### VCE pre-requisite or co-requisite required

Students will have completed VCE Units 3 and 4 of Biology as the pre-requisite.

Students must have successfully completed Principles of Biology as a pre-requisite to System Biology.

#### Learning outcomes

On successful completion of Units 1 and 2, you will be able to:

1. Conduct lab-based studies using standard methods, equipment, technology and approaches in biological science.
2. Observe key biological processes, functions and structures and report observations in standard lab report formats.
3. Use standard biological terms and terminology to describe and report observations.
4. Review the major concepts in each system and record these in written format.
5. Apply anatomy and physiology knowledge to the evaluation and measurement of vertebrate specimens in normal states.
6. Be able to interpret and report on anatomical and physiological data.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online Quiz(zes)	20%	—
Lab Reports	20%	20%
Laboratory Worksheets	20%	15%
Science Fair Project	—	25%
End of Semester Test	40%	40%

#### Linked undergraduate qualification

- Bachelor of Science
- Bachelor of Biomedical Science
- Bachelor of Veterinary and Wildlife Science
- Bachelor of Environmental Conservation Science

#### Eligibility requirements

Not Applicable

#### Proposed delivery arrangements

Two 2-hour (recorded) lectures at the start of each semester and one 1-hour online tutorial each week. **There will be up to three compulsory laboratory sessions each semester held at CHES.** Optional weekly peer assisted study sessions are also held online.

#### Further information

It is recommended that you dedicate between 8-10 hours of study to each of your enrolled units per week (over a 12 week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude.

University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Economics

### University of Melbourne



#### Overview

#### Unit 1 – Introductory Microeconomics (ECON10004)

#### Unit 2 – Introductory Macroeconomics (ECON10003)

**Unit 1** is an introduction to microeconomic theory and policy. Topics include the theory of perfectly competitive markets, welfare analysis and the role of government in the economy, theory of the firm (production and costs), game theory, and effects of market structure on resource allocation.

**Unit 2** provides an introduction to macroeconomic theory and policy. Topics will include economic aggregates such as production and employment, the general level of prices and inflation, the exchange rate, interest rates, monetary and fiscal policies, the balance of payments and economic growth. Analysis is particularly directed to current macroeconomic problems and policy issues.

#### VCE pre-requisite or co-requisite required

One of the following:

- completion of Economics 3/4 and Mathematical Methods 3/4 with study scores of at least 38; or
- completion of Economics 3/4 and Specialist Mathematics 3/4 with study scores of at least 38; or
- completion of Mathematical Methods 3/4 with a study score of at least 38 and enrolment in Economics 3/4 after completion of Economics 1/2 with at least an A average; or
- completion of Specialist Mathematics 3/4 with a study score of at least 38 and enrolment in Economics 3/4 after completion of Economics 1/2 with at least an A average.

#### Learning outcomes

On successful completion of Unit 1, you will be able to:

1. Understand the operation of the economy, and to guide decision-making by individuals, businesses and government in solving the key economic problem of meeting unlimited wants with limited resources.
2. Explain the concepts of market demand, supply and equilibrium; and apply the market model to explain the determination of prices, quantities and wellbeing.
3. Explain how market and social welfare outcomes are affected by changes in demand and supply, and by changes of government policy.
4. Explain in what circumstances and in what forms intervention by government in the operation of the economy can improve efficiency and social welfare.
5. Identify “strategic situations” in economic activity, and be able to analyse and predict outcomes of strategic situations.

On successful completion of Unit 2, you will be able to:

1. Explain the importance of the circular flow of income to macroeconomics.
2. Interpret the meaning and measurement of macroeconomic aggregates such as Gross Domestic Product.
3. Explain and use the Keynesian model of national income determination.
4. Describe the roles of money and the financial system in the macroeconomy.
5. Critically analyse macroeconomic policies appropriate to the achievement of the macroeconomic objectives.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Individual written assignments	30%	—
Group assignments	—	20%
Tutorial attendance and participation	10%	10%
Multiple choice tests	—	10%
End of semester exam	60%	60%

#### Linked undergraduate qualification

- Bachelor of Commerce
- Bachelor of Science

#### Eligibility requirements

- Satisfy the prerequisite and co-requisite for the subject.
- Have at least a B+ average across non prerequisite/non-corequisite subjects in Year 11.
- Must be enrolled as a Year 12 student in the year of study.

#### Proposed delivery arrangements

Two in-person lectures per week. These will be recorded students can watch these at a time that suits them. One 60 minute in-person tutorial each week at CHES. Students can attend in-person or online.

#### Further information

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Exercise and Sports Science ACU



### Overview

#### Unit 1 – Growth, Motor Development & Ageing

#### Unit 2 – Introduction to Nutrition

**Unit 1** will provide you with an understanding of the impact of growth, motor development and ageing, across the lifespan, on the systems and motor output of the human body is central to all disciplines of exercise science practice, foundational to the further study and application of exercise science and critical in the attainment of exercise scientist accreditation.

**Unit 2** will assist you to acquire foundation knowledge of food composition, the macro and micronutrients and other bioactive substances, that contribute towards maintaining normal cell function; nutrient transport and storage; metabolism and water and electrolyte balance, as these relate to energy metabolism for health and exercise.

#### VCE pre-requisite or co-requisite required

Students must have successfully completed or be concurrently undertaking Unit 3 and 4 of VCE Physical Education.

#### Learning outcomes

On successful completion of Unit 1 and Unit 2, you will be able to:

1. Recall and describe concepts of somatic growth, development, maturation and motor development across the lifespan and their effect on human performance.
2. Recall and describe factors which influence growth, maturation, physical performance and exercise capacity, including factors relevant to Aboriginal and Torres Strait Islander Peoples.
3. Identify and describe age, sex and maturity-associated variation in somatic growth and functional development in relation to their influence on human performance.
4. Identify and explain the development of movement and the changes to movement patterns precipitated by growth, maturation and ageing.
5. Explain the influence of physical activity on growth, maturation, ageing and the development and maintenance of movement.
6. Describe the nutritive and non-nutritive components of food, (macro- and micronutrients, other bioactive components and non-nutrients), their sources and their role in health and exercise.
7. Understand the principles and methods of measurement and estimation of nutritional and energy requirements of the general and athletic populations.

8. Critique the evidence supporting nutritional practices for health and exercise.
9. Justify the choice of techniques for assessment of dietary intake, including data collection, analysis and interpretation in individuals, groups and populations.
10. Articulate evidence-based scientific principles and benefits of dietary principles for the general and athletic population including cultural factors that may influence food choices and the consequences of poor nutrition in these populations.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online Quiz	20%	—
Examination	40%	—
Written Assignment	40%	25%
Written Assignment	—	25%
Written and Oral Assessment	—	50%

#### Linked undergraduate qualification

- Bachelor of Exercise and Sports Science

#### Eligibility requirements

Not Applicable

#### Proposed delivery arrangements

Lecture content is delivered online (asynchronous), a 2-hour tutorial/workshop delivered weekly onsite at CHES or at the ACU campus using a hy-flex delivery mode.

Where possible, these units will be delivered after 4pm.

#### Requirement

A half day (3 hour) induction session will be scheduled in February and is not reflected in the hours above. This will be delivered using a hy-flex model. No onsite attendance is mandated; however, students may be required to attend either CHES or the university campus for end-of unit examinations.

#### Further information

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.





## Health Science

### La Trobe University



#### Overview

##### Unit 1 – Human Structure and Function

##### Unit 2 - Infections, Pandemics and Epidemics

In **Unit 1** you will be introduced to the basic concepts and principles of both structure (anatomy) and function (physiology) of the human body. Your learning in this subject will be supported by detailed online resources and a comprehensive program of online workshops with expert facilitators. You will also engage in career exploration activities, and begin building your career ready eportfolio..

In **Unit 2** you will learn about infectious diseases, both new and ancient, and how these continue to threaten wellbeing by causing localised, epidemic or pandemic disease outbreaks. Students will learn about the chain of infection, immunity and vaccination, disease prevention, and disease surveillance. Selected microorganisms will then be described and compared: the main focus is the natural habitat of the organisms (reservoirs of infection), the ways in which humans can encounter the organisms (routes of infection) and the strategies available at the individual, community and global levels to prevent disease and, in the diseased patient, to cure disease. In parallel, workshops will focus on laboratory techniques that can be used for disease diagnosis including culture-based methods, molecular methods and immunological approaches. Workshops will culminate in an infectious disease case study.

#### VCE pre-requisite or co-requisite required

Students will have completed or be concurrently enrolled in Units 3 and 4 of VCE Biology

#### Learning outcomes

On successful completion of Units 1 and 2, you will be able to:

1. Relate the anatomical organisation of selected systems of the body to their physiological function.
2. Explain how selected systems of the body are controlled to maintain normal function.
3. Communicate basic physiological and anatomical principles to your peers.
4. Apply understanding of the different modes of transmission of infectious agents to control, and prevention strategies for individuals, communities and intra- and- international borders.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Assignment	15%	—
Presentation	15%	30%
Tests/quizzes	60%	45%
Portfolio/workshop	10%	—
Examination	—	25%

#### Linked undergraduate qualification

- Bachelor of Health Science
- Bachelor of Biomedicine

#### Eligibility requirements

Students must have achieved at least a 70% average grade across Year 11.

#### Proposed delivery arrangements

Both units are delivered online. Unit 1: 2 hrs online workshop per week; Unit 2: Alternating one or two hour Online Lectures, Online scheduled classes, Online quiz (18 hours total). Synchronous activities will be scheduled after 4pm where possible.

Two group activities, including a visit to La Trobe University's anatomy labs, are also included (subject to availability).

#### Further information

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## History

### Monash University



#### Overview

#### Unit 1 – Revolution and Empire in the Modern World (Introduction to History A)

#### Unit 2 – Exchange and Encounter in the Premodern World (Introduction to History B)

**Unit 1** In this unit students will explore the period from the rise of Enlightenment thinking and the Industrial Revolution around 1750 through the establishment in 1945 of the post-WWII world order, examining an era punctuated by social upheaval and imperial expansion. The projection of European power around the globe is one hallmark, but we examine it in the context of multidirectional exchange and influence. Students will interrogate the knotty question of how ideology, economy, technology, politics, and social relations produced and were products of revolution and empire. For instance, new ideas gained wide circulation thanks to the rise of mass literacy, communications, and population movements. And evolving ways of thinking about race, class, and gender shaped rapidly changing social and economic relations.

**Unit 2** The modern world is founded on the concept of a rupture from the premodern past. But to what extent was this so? How does our understanding change when Europe is just one among several sites of historical interrogation? In this unit students will explore the premodern world from 1100 to 1750 on a global scale to probe how societies were shaped by forces of colonial expansion and armed conflict, intellectual and religious debate, artistic and technological exchanges, economic imperatives and environmental pressures. Focusing on zones of encounter, such as trade routes, royal courts, intellectual networks, military conflicts, pilgrimage and urban centres, students will examine how civilisations in different continents were interconnected and shaped in the centuries before the development of modern empires and states.

#### VCE pre-requisite or co-requisite required

Students will have completed or be concurrently enrolled in Units 3 and 4 of VCE History.

#### Learning outcomes

On successful completion of Units 1 and 2, you will be able to:

1. Identify and discuss key debates in modern and premodern history;
2. Analyse critically a range of historical texts;
3. Communicate research effectively through writing;
4. Collaborate with peers.

Indicative assessments		
Assessment type	Unit 1	Unit 2
Analytical exercise(s)	35%	20%
Essay	20%	30%
Take-home final assessment	25%	30%
Class participation	10%	—
Online (Quizzes)	—	20%

#### Linked undergraduate qualification

- Bachelor of Arts and all associated double degrees
- Bachelor of Global studies and all associated double degrees

#### Eligibility requirements

Students are required to have completed VCE Unit 3/4 History with a study score of at least 35 or concurrently studying VCE Unit 3/4 History with completion of VCE Unit 1/2 History with at least an A average (80%) and at least a B+ average across non-prerequisite/non-corequisite subjects in Year 11. The course is only available to Year 12 students. Student and school statements will be taken into strong consideration when determining offers.

#### Delivery arrangements

Both units comprise one 1-hour lecture (delivered online and recorded for students to watch at a time that suits them) and one 2-hour weekly tutorial. Tutorials will be held at the CHES facility. Students who are unable to attend in person will be able to attend online.

#### Requirements

It is expected that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12-week semester). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Human Biosciences

### La Trobe University



#### Overview

##### Unit 1 – Human Biosciences A

##### Unit 2 – Human Biosciences B

In **Unit 1**, you will be introduced to human physiology - how the body works. You'll learn how the body is organised and the basics of cell structure and function, and how processes in the body are controlled. This will provide the foundation for the study of the major body systems important for support and movement (muscular system); regulation, integration and control (nervous and endocrine systems); fluids and transport (blood, heart, cardiovascular and immune systems); energy, maintenance and environmental exchange (respiratory, digestive and renal systems, metabolism); and the continuity of life (reproductive systems).

In **Unit 2**, you are introduced to the study of anatomy. An overview of anatomical terminology, basic tissue types and a variety of techniques used to visualize the human body will be given followed by a more detailed study of the anatomy of the musculoskeletal and nervous systems. Anatomical principles and terminology will be applied to relevant body systems and the concept of integrated function of multiple systems in one body region will be introduced through the study of the trunk.

#### VCE pre-requisite or co-requisite required

Students will have completed or be concurrently enrolled in Units 3 and 4 of VCE Biology or Units 3 and 4 of Physical Education.

#### Learning outcomes

On successful completion of Units 1 and 2, you will be able to:

1. Apply specialist terms and language associated with physiology and anatomy to describe the human body.
2. Describe the structure and function of body cells, tissues, and organs.
3. Explain the basic physiology of major organ systems of the human body.
4. Work independently and in groups to communicate physiology concepts to diverse audiences and in a range of modes.
5. Demonstrate the skills for self-managing, giving and receiving feedback, and successful learning at university.
6. Relate the anatomical organisation of the human body to whole body function.
7. Explain how cellular activity contributes to the function of organs and the body as a whole.
8. Explain how a given body system contributes to homeostasis under normal conditions.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online Quiz(zes)	60%	20%
Oral presentation	-	—
Other	10%	15%
Examination	-	35%
Team report	30%	30%

#### Linked undergraduate qualification

- Bachelor of Nursing
- Bachelor of Psychological Sciences
- Bachelor of Science
- Bachelor of Biomedicine

#### Eligibility requirements

Students must have achieved at least a 70% average grade across Year 11.

#### Proposed delivery arrangements

Both units are delivered online. Each unit comprises approximately 50 hours across each semester with a mix of lectures, seminars (1 hour duration), online classes and workshops. Synchronous activities will be scheduled after 4pm where possible.

Two group activities, including a visit to La Trobe University's anatomy labs, are also included (subject to availability).

#### Further information

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Information Technology

### Federation University



#### Overview

##### Unit 1 – IT Problem Solving (ITECH1101)

##### Unit 2 – Game Development Fundamentals (ITECH2001)

**Unit 1** This course introduces students to the fundamental techniques and strategies involved with problem solving, with an emphasis on analysing and resolving IT problems in particular. Students are expected to develop a sound methodological approach to problem solving that will equip them to resolve problems fundamental to the IT industry. Key to this process is developing confidence, resilience and perseverance in identifying multiple potential solutions to problems individually and in team-based environments and evaluating which solutions may be most appropriate to the problems encountered.

**Unit 2** This course introduces students to Games development, emphasising a mix of creative content design, development, and technical specialisation. Students will gain an understanding of the Games industry from its conception through to current trends. They will study the lifecycle of games development, focusing on story design, character design, game mechanics, and level design, as well as content development including textures and interface, 3D modelling, game development, and programming. Students will learn event driven programming through triggers and updates in a games development environment.

#### VCE pre-requisite or co-requisite required

Students will have completed or be concurrently enrolled in Units 3 & 4 Software Development.

#### Learning outcomes

On successful completion of Unit 1, you will be able to:

1. Describe tools and techniques that can be used to model and describe problems.
2. Devise and implement problem solving strategies which can be applied to a range of IT problems.
3. Develop and verify algorithms based on conceptual models used in programming.
4. Apply problem solving strategies, tools and techniques to solve problems in a variety of domains.

On successful completion of Unit 2, you will be able to:

1. Describe the games industry, technologies and cultures along with discussion of game design and development methodologies.
2. Identify and explain the appropriate and correct synaptic and programming constructs for different game development requirements.
3. Design and develop a range of art and programming assets, implementing aesthetics and logic into a game project.
4. Analyse, design, implement and test game concepts using a games engine and programming constructs.
5. Utilise appropriate software packages to design, build and program game prototypes and assets that align with user experience and project expectations.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Learning Journal	20-30%	–
Problem Solving Exercise	10-20%	–
Assignments	40-50%	60-80%
Final Test or Exam	20-30%	20-40%

#### Linked undergraduate qualification

- Bachelor of Information Technology (all streams)

#### Eligibility requirements

Not Applicable

#### Proposed delivery arrangements

Online weekly workshop (2 hours; typically timetabled Wednesday afternoon during school hours). Online lecture which is recorded and can be viewed in own time. Online self-paced learning tasks completed independently.

#### Further information

It is recommended that you dedicate between 8 -10 hours of study to each of your enrolled units per week (over a 12 week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Introduction to Psychology

### Federation University



#### Overview

**Unit 1 – Introductory Psychology A:  
Biological and Cognitive Psychology (PSYCB1101)**

**Unit 2 – Introductory Psychology B:  
Personality and Individual Differences (PSYCB1102)**

These units are designed to enable students to gain an understanding of the key psychological terms, concepts, theories, methods and research findings in contemporary psychology. These courses enable will provide a foundation for more advanced studies in psychology. The aims of the courses are to provide students with a foundational understanding of human behaviour and its application in a variety of contexts. Topics introduce students to the study of psychology and its application in a modern world and include biological psychology; cognition; developmental psychology; intelligence; motivation & emotion; developmental psychology; health, stress, and coping; personality; social psychology; and abnormal psychology.

#### VCE pre-requisite or co-requisite required

Students will have completed VCE Units 3 and 4 of Psychology

#### Learning outcomes

On successful completion of Units 1 and 2, you will be able to:

1. Identify and describe theories, principles, and concepts in several major areas within psychology.
2. Review, discuss and appraise major psychological terms, methods, and research findings.
3. Identify, describe and interpret research techniques.
4. Critically review and evaluate psychological literature and concepts, and interpret experimental findings.
5. Conduct, analyse, and communicate psychological research at a basic level.
6. Choose and apply the appropriate American Psychological Association (APA) conventions when describing psychological research and prepare a written assignment using these conventions.
7. Communicate an understanding of key psychological principles and concepts.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online quiz(zes) and test(s)	55	55
Written assessment	45	45

#### Linked undergraduate qualification

- Bachelor of Psychological Science

#### Eligibility requirements

Not Applicable

#### Delivery arrangements

Weekly online learning materials and discussion forums, and a one-day workshop block delivered onsite at CHES. Students must attend 1-day workshop.

#### Further information

It is recommended that you dedicate between 8 -10 hours of study to each of your enrolled units per week (over a 12 week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Law

### La Trobe University



#### Overview

##### Unit 1 – Legal Institutions and Methods (LAW1LIM)

##### Unit 2 – Principles of Public Law (LAW1PPL)

**Unit 1** provides students with an introduction to the legal system in Australia and its core institutions, with a particular emphasis on courts, including the court hierarchy, the doctrine of precedent and reading and analysing cases. The subject will require students to critically assess the differential impact that the legal system has on particular groups in society, including First Nations peoples. It also introduces students to the role of legal professionals and covers legal methods with particular emphasis on the fundamentals of legal research and problem-solving.

**Unit 2** In this subject, students will explore the fundamental principles of public law in Australian and foreign jurisdictions, with a focus on human rights. 'Public law' can be defined as the body of legal rules that govern the relationship between the State and its citizens and the relationship between the institutions of the State (i.e. the legislative, executive, and judicial arms of government). Public law concerns itself with the nature, sources, and extent of State power to ensure that power exercised by the State is authorised and legitimate. Within this subject, there is also a focus on industry-informed career development learning activities to support setting goals for personal and professional development.

#### VCE pre-requisite or co-requisite required

Students will have completed or be concurrently enrolled in Units 3 and 4 of VCE Legal Studies.

#### Learning outcomes

On successful completion of Units 1 and 2, you will be able to:

1. Demonstrate an understanding of the basic aspects and workings of Australian legal systems such as the main legal institutions and their functions as sources of legal authority.
2. Analyse and apply case law to legal issues using appropriate legal problem-solving methodology.
3. Demonstrate an awareness of the social and ethical impact of the Australian legal system and the role of lawyers in the system.
4. Analyse and critique primary and secondary sources of law relating to the principles of public law.
5. Demonstrate accurate adherence to the rules of referencing by applying the Australian Guide to Legal Citation in your written assessment tasks.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online Quiz(zes)	15%	15%
Report/assignment	40%	65%
Examination	45%	—
Oral presentation	—	20%

#### Linked undergraduate qualification

- Bachelor of Laws (Honours)

#### Eligibility requirements

Students must have achieved at least a 70% average grade across Year 11.

#### Proposed delivery arrangements

Both units are taught online and comprise one 1 hour lecture and one 2 hour tutorial. Synchronous activities will be scheduled after 4pm where possible.

Two group activities, including a visit to La Trobe University's Moot Court, are also included (subject to availability).

#### Further information

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.





## Literature

### University of Melbourne



#### Overview

#### Unit 1 - Literature and Performance (ENGL10002)

#### Unit 2 - Modern and Contemporary Literature (ENGL10001)

**Unit 1** Drawing on printed texts, archival materials and performance documentation, this subject introduces students to the range of critical skills required for the study of literature and theatre: close reading and an understanding of literary form; the analysis of narrative, theme and character; the interpretation of performance.

**Unit 2** This subject explores the thematic and formal innovations of modern and contemporary literature in English. Beginning with Anglophone modernism, it introduces students to key texts from the twentieth and twenty-first century across a number of genres: poetry, drama, the novel, the short story, memoir.

#### VCE pre-requisite or co-requisite required

One of the following:

- completion of Literature 3/4 with a study score of at least 37; or
- enrolment in Literature 3/4 after completion of Literature 1/2 with at least an A average.

#### Learning outcomes

On completion of these two subjects, students should demonstrate a broad understanding of:

1. Demonstrate a detailed knowledge of the material conditions and performance traditions of Renaissance, Romantic and realist literary texts;
2. Work independently to develop and effectively communicate understandings of complex literary material and criticism;
3. Apply critical and analytical skills unique to English and Theatre Studies to the representation of subjectivity and the self within complex and changing historical contexts; and
4. Articulate the relationship between diverse forms of knowledge and the social, historical and cultural contexts that produced them, including a detailed understanding of selected plays by Shakespeare and his contemporaries; of selected poems by the Romantics, and of selected novels and plays of the 19th century.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
In-class presentation	10%	—
Text-based exercise (800 words)	20%	—
Essay (mid semester - 1200 words)	30%	—
Essay (end of semester - 1600 words)	40%	—
Text Based Exercise (500 words)	—	10%
Portfolio (1750 words)	—	45%
Essay (end of semester - 1750 words)	—	45%

#### Linked undergraduate qualification

- Bachelor of Arts

#### Eligibility requirements

To be eligible for the program you must:

- Satisfy the prerequisite and co-requisite for the subject.
- Have at least a B+ average across non prerequisite/non-corequisite subjects in Year 11.
- Must be enrolled as a Year 12 student in 2023 completing your VCE/IB studies.

#### Proposed delivery arrangements

Two in-person lectures per week. These will be recorded students can watch these at a time that suits them. One 60 minute in-person tutorial each week at CHES. Students can attend in-person or online.

#### Requirements

These subjects have a minimum requirement of (or at least) 80% attendance at tutorials. There is an expectation that students attend lectures, in person or via online delivery. All pieces of assessment must be submitted to pass these subjects. For the purposes of meeting this hurdle requirement, each submitted assessment must be complete and constitute a genuine attempt to address the requirements of the task. (Complete not less than 50% of word count).

#### Further information

Students who successfully complete subject areas as part of the Extension Program and subsequently enrol in a University of Melbourne undergraduate course may be granted advanced standing for that unit if the completed subjects can be taken as part of the chosen degree.



## Maths and Analysis

### Federation University



#### Overview

#### Unit 1 – Statistical Methods (STATS1000)

#### Unit 2 – Linear Algebra and Applications (MATHS1102)

**Unit 1** This course introduces students to the full range of descriptive statistical techniques, and also introduces the key concepts underlying statistical inference. A wide range of basic inferential techniques are introduced. Data from various disciplinary contexts is utilised, and there is a strong emphasis on computing skills, interpretation of computer output and communication of statistical results and conclusions.

**Unit 2** This course aims to offer students from diverse backgrounds an introduction to the use of mathematical methods in finding optimal choices in business, industry, economics, and social, behavioural and biological sciences. It introduces students to linear algebra and linear programming that underlie applications in operations research.

#### VCE pre-requisite or co-requisite required

Students will have completed or be concurrently enrolled in Units 3 & 4 Mathematical Methods

#### Learning outcomes

On successful completion of Unit 1, you will be able to:

1. Describe data sets, quantitative data using probability distributions, and relationships between two variables using linear regression equations.
2. Use standard statistical computer packages to perform routine data management tasks and statistical analysis.
3. Obtain a linear regression equation and interpret the coefficients and associated statistics.
4. Select and perform appropriate statistical tests for given data sets and problem situations.

On successful completion of Unit 2, you will be able to:

1. Explain and classify, apply operations to, calculate the determinant and inverse of, matrices.
2. Explain the nature of, evaluate simple algebraic statements about, solve problems involving, vectors.
3. Express and solve systems of linear equations, graphically explain linear programming problems in 2 dimensions.
4. Apply appropriate algorithms to solve linear programming problems.
5. Apply appropriate software packages to solve elementary problems of linear programming.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Class Activities / tutorial exercises	10-20%	10-20%
Assignment	20-40%	—
Projects	—	10-30%
Presentation	—	10-20%
Tests and Exam	50-70%	40-60%

#### Linked undergraduate qualification

- Bachelor of Engineering (all streams)
- Bachelor of Mathematical Science

#### Eligibility requirements

Not Applicable

#### Proposed delivery arrangements

Online, self-paced delivery. There are weekly online classes. Attendance at these classes is optional.

#### Further information

It is recommended that you dedicate between 8 -10 hours of study to each of your enrolled units per week (over a 12 week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Mathematics

### University of Melbourne



#### Overview

#### Unit 1 - Linear Algebra Extension Studies (MAST10018)

#### Unit 2 - Calculus Extension Studies (MAST10019)

**Unit 1** gives a solid grounding in one of the key areas of modern mathematics needed in science and technology. It develops the concepts of vectors, matrices and the methods of linear algebra. Students should develop the ability to use the methods of linear algebra and will develop a capacity to write mathematical proofs.

**Unit 2** extends knowledge of calculus beyond the standard school curriculum. Students are introduced to hyperbolic functions and their inverses, the complex exponential and functions of two variables. Techniques of differentiation and integration will be extended to these cases.

#### VCE pre-requisite or co-requisite required

One of the following:

- Enrolment in Specialist Mathematics 3/4 and completion of Mathematical Methods 3/4 with a study score of at least 37; or
- Enrolment in Mathematical Methods 3/4 and Specialist Mathematics 3/4 after completion of Mathematical Methods 1/2 with at least an A average and General Mathematics (Specialist Mathematics orientation) 1/2 with at least a B+ average.

#### Learning outcomes

On successful completion of Unit 1, you will be able to:

1. Be able to use matrix techniques to represent and solve a system of simultaneous linear equations;
2. Understand the use of vectors in describing lines and planes in solid geometry;
3. Understand the extension of vector concepts to abstract vector spaces of arbitrary finite dimension;
4. Understand linear transformations, their matrix representations and applications;

On successful completion of Unit 2, you will be able to:

1. Use the Sandwich Theorem and L'Hôpital's rule to find limits of functions of one variable;
2. Evaluate integrals using trigonometric substitutions, partial fractions, integration by parts and the complex exponential;
3. Find analytical solutions of first and second order ordinary differential equations, and use these equations to model some simple physical and biological systems;
4. Calculate partial derivatives and gradients for functions of two variables; and use these to find maxima and minima.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
3 Written Assignments	25%	25%
Examination	75%	75%

#### Linked undergraduate qualification

- Bachelor of Science

#### Eligibility requirements

To be eligible for the program you must:

- Satisfy the prerequisite and co-requisite for the subject.
- Have at least a B+ average across non-prerequisite/ non-corequisite subjects in Year 11.
- Must be enrolled as a Year 12 student in 2023 completing your VCE/IB studies.

#### Proposed delivery arrangements

Each unit will be taught over 13 – 15 sessions. These sessions will run weekly for two hours and will be delivered at CHES. Students can attend these sessions in person or online.

#### Requirements

These subjects have a minimum requirement of (or at least) 80% attendance at tutorials.

#### Further information

For more information, please visit the University of Melbourne Extension Program website.

Students who successfully complete subject areas as part of the Extension Program and subsequently enrol in a University of Melbourne undergraduate course may be granted advanced standing for that unit if the completed subjects can be taken as part of the chosen degree.



## Physics

### University of Melbourne



#### Overview

##### Unit 1 - Physics 1 (PHYC10003)

##### Unit 2 - Physics 2: Physical Science and Technology (PHYC10004)

**Unit 1** is designed for students with a sound background in physics and aims to provide a strong understanding of a broad range of physics principles.

**Unit 2** is designed for students with a sound background in physics, whose interests lie mainly in applications of physics to systems in the physical sciences, technology or engineering. Physics 2: Physical Science and Technology introduces calculus techniques to the study of the range of principles and applications presented.

#### VCE pre-requisite or co-requisite required

One of the following:

- Completion of Physics 3/4 and Mathematical Methods 3/4 with study scores of at least 37; or
- Enrolment in Physics 3/4 and Mathematical Methods 3/4 after completion of Physics 1/2 and Mathematical Methods 1/2 with at least A averages.

#### Learning outcomes

On successful completion of Unit 1 and Unit 2, you will be able to:

- Understand and explain the physics principles of translational and rotational mechanics, waves, optics and special relativity;
- Apply these principles using logical reasoning, together with appropriate mathematical reasoning, to a variety of familiar and novel situations and problems;
- Make considered and logical predictions of the outcomes of different physical situations in the context of the relevant physics principles; and
- Acquire experimental data using a range of measurement instruments and interpret these data.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Ongoing assessment of practical work	25%	25%
Ten weekly assignments (10 x 1.5%)	15%	15%
Written examination (3 hours)	60%	60%

#### Linked undergraduate qualification

- Bachelor of Science

#### Eligibility requirements

To be eligible for the program you must:

- Satisfy the prerequisite and co-requisite for the subject.
- Have at least a B+ average across non-prerequisite/ non-corequisite subjects in Year 11.
- Must be enrolled as a Year 12 student in 2023 completing your VCE/IB studies.

Eligibility requirements may vary and will be published on the University's entry requirements website and published when approved by the University's Academic Board.

A Physics Selection Test will also be required for applicants that have not completed both VCE Unit 3 and 4 Physics, and VCE Unit 3 and 4 Mathematical Methods or Specialist Mathematics.

#### Proposed delivery arrangements

Each unit consists of 3 x one hour lectures per week; 1 x one hour tutorial per week; 20 hours of practical work (8 x 2.5 hour laboratory sessions).

#### Requirements

Satisfactory completion of practical work is necessary to pass these subjects (i.e. attendance and submission of work for at least 80% of workshop sessions together with a result for assessed work of at least 50%). Students may also be required to attend either CHES or the university campus onsite for end-of-unit examinations. Additionally, laboratory-based practical classes onsite at the Parkville campus have mandated attendance once a semester during the school holiday periods (two days each between Terms 1-2 and 2-3).

#### Further information

Students who successfully complete subject areas as part of the Extension Program and subsequently enrol in a University of Melbourne undergraduate course may be granted advanced standing for that unit if the completed subjects can be taken as part of the chosen degree.



## Politics, Philosophy and Economics

### La Trobe University



**LA TROBE**  
UNIVERSITY

#### Overview

##### Unit 1 – Politics, Philosophy and Economics (POL1PPE)

##### Unit 2 – Critical Thinking and Innovation (PHI1CTO)

**Unit 1** This subject introduces students to the disciplines of politics, philosophy, and economics (PPE). Students will learn how influential theories and concepts from each discipline can illuminate different aspects of a particular problem. They will use PPE perspectives to analyse markets, inequality, environmental degradation, educational opportunity, and discrimination.

**Unit 2** Thinking and reasoning are essential components of human life, but much of our thinking and reasoning is biased, distorted, and uninformed. This subject trains you to reason well, to think clearly and independently, and also to engage fairly with others in discussions and debates. You will develop useful skills in presenting, analysing and evaluating different types of arguments. You will learn to apply these skills to real cases from popular culture, current affairs, and philosophy. You will also learn to use diagrams and symbols to assist higher and more abstract levels of logical reasoning and systematic thinking.

#### VCE pre-requisite or co-requisite required

None

#### Learning outcomes

On successful completion of Units 1, you will be able to:

1. Identify key concepts and theories in Politics, Philosophy and Economics and demonstrate a command of the relevant literature.
2. Demonstrate an understanding of the interconnections and differences between the study of Politics, Philosophy and Economics (PPE).
3. Use PPE perspectives to analyse how public policy might respond to particular problems (for example, inequality, environmental degradation, educational opportunity, and discrimination).

On successful completion of Unit 2, you will be able to:

1. Analyse and evaluate arguments pertaining to a wide variety of topics and drawn from a wide range of sources (e.g., books, newspapers, podcasts, videos).
2. Produce clear, precise and well-informed writings that analyse, critique, and develop arguments on a wide variety of topics.
3. Demonstrate an understanding of elementary technical concepts pertaining to argumentation, including deductive soundness and inductive strength.
4. Represent complex arguments in visual form, using argument diagramming techniques.

Indicative assessments		
Assessment type	Unit 1	Unit 2
Short Paper	30%	—
Essays	40%	50%
Reflective Journal	30%	—
Weekly quizzes	—	30%
Argument Analysis	—	20%

#### Linked undergraduate qualification

- Bachelor of Arts
- Bachelor of Global Studies
- Bachelor of Laws
- Bachelor of Politics, Philosophy and Economics

#### Eligibility requirements

Applicants must provide evidence of successful completion of Year 11 (Units 1 and 2) and be studying VCE Year 12 in the year of their Extension enrolment.

Students must have achieved at least a 70% average grade across Year 11.

#### Proposed delivery arrangements

Both units are delivered online. Synchronous activities will be scheduled after 4pm where possible.

#### Further information

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.



## Psychology

### University of Melbourne



#### Overview

##### Unit 1 - Mind, Brain and Behaviour 1 (PSYC10003)

##### Unit 2 - Mind, Brain and Behaviour 2 (PSYC10004)

**Unit 1** Mind, Brain & Behaviour 1 provides an introduction to how we uniquely sense and perceive our world to construct our own internal psychological experience. The subject explores how we learn, think, remember, and operate within our constructed worlds; and explains the neural mechanisms that underpin psychological processes and experiences.

**Unit 2** The subject comprises five core topic areas: Human Development; Social Psychology; Personality Psychology; Clinical Psychology; and Quantitative Psychological Research Methods. In presenting these topics, the subject aims to provide students with knowledge of major theories, historical trends and empirical findings.

#### VCE pre-requisite or co-requisite required

One of the following:

- Completion of Psychology 3/4 with a study score of at least 38; or
- Enrolment in Psychology 3/4 after completion of Psychology 1/2 with at least an A average.

#### Learning outcomes

On successful completion of Units 1 and 2, you will be able to:

1. The fundamental principles of behavioural neuroscience, including the structure and function of the nervous system;
2. The mechanisms underpinning human sensation and perception;
3. Psychological research methods;
4. Cognitive processes of learning and memory;
5. Psychologically informed approaches to maintaining wellbeing and mental health in the context of tertiary study.
6. Human Development, Social Psychology, Personality Psychology, Clinical Psychology and Inferential Quantitative Methods.
7. Some key psychological concepts and theories from Human Development, Social Psychology, Personality Psychology, Clinical Psychology and Quantitative Methods.
8. Clinical and social perspectives of psychological health and wellbeing, including correlates of wellbeing and risk factors for diminished wellbeing.
9. Cultural diversity and its impact on research methodology in psychology, including an emphasis on the specific ethical requirements for working with indigenous populations.

Indicative assessments		
Assessment type	Unit 1	Unit 2
Laboratory report/assignment (1500 words total)	40%	40%
Participation in up to five hours of research activities	5%	5%
Multiple-choice examination (3 hours)	55%	55%
Online hurdle module 500 words equivalent)	—	—

#### Linked undergraduate qualification

- Bachelor of Science
- Bachelor of Arts
- Bachelor of Biomedicine

#### Eligibility requirements

To be eligible for the program you must:

- Satisfy the prerequisite and co-requisite for the subject.
- Have at least a B+ average across non-prerequisite/ non-corequisite subjects in Year 11.
- Must be enrolled as a Year 12 student in 2023 completing your VCE/IB studies.

#### Delivery arrangements

1. Two 1-hour weekly lectures, which are presented online in each of the 12 teaching weeks comprising each semester unless otherwise specified.
2. One 1-hour compulsory weekly tutorial class, which are held in weeks 2 to 12 in each semester.
3. Optional weekly 1-hour Q&A sessions, which are presented online.
4. Opportunities to obtain up to 5% unit credit through participation in the psychological Research Experience Program (REP).

#### Requirements

Students will be able to view weekly lectures online at a time of their choosing unless otherwise specified.

Students may be required to attend the University of Melbourne campus to undertake end-of-semester examination. These subjects require an attendance of at least 80% of laboratory classes. In case of failure to meet the attendance requirement, additional work related to the missed class activities (e.g., an essay with a length of 500 words for each tutorial missed) will be required before a passing grade can be awarded.

#### Further information

Students who successfully complete subject areas as part of the Extension Program and subsequently enrol in a University of Melbourne undergraduate course may be granted advanced standing for that unit if the completed subjects can be taken as part of the chosen degree.





## Space Industry Swinburne University



### Overview

#### Unit 1 – Space Applications (AER10001)

#### Unit 2 – Space policy, law and the New Space (LAW10027)

**Unit 1** provides you with an understanding of the different types of end-user Australian space applications such as research, communications and defence and recognize the importance of collaboration at the domestic and international level.

**Unit 2** provides you with a foundational understanding of the International and Domestic Legal frameworks relevant to space operations and research in Australia and a basic understanding of what factors shape current and future space activities.

#### VCE pre-requisite or co-requisite required

None

#### Learning outcomes

On successful completion of Unit 1 & 2, you will be able to:

1. Identify key stakeholders within the Australian space industry ecosystem and relationships between those key stakeholders.
2. Discuss and debate current opportunities within national and international space industries for entrepreneurs and researchers.
3. Appraise the legal challenges and locate relevant applicable legal and regulatory instruments related to space research and operations in Australia.
4. Describe practical legal aspects of space activities and apply that knowledge to describe effective ways to minimize project risk.

#### Indicative assessments

Assessment type	Unit 1	Unit 2
Online Quiz(zes)	30%	30%
Online Discussion	20%	20%
Portfolio	50%	50%

#### Linked undergraduate qualification

- Bachelor of Science
- Bachelor of Engineering
- Bachelor of Computer Science
- Bachelor of Business
- Bachelor of Arts
- Bachelor of Media & Communication

#### Eligibility requirements

None

#### Delivery arrangements

This course is delivered in a blended mode, with 12x 1-hour tutorials (hyflex)

#### Further information

Between online learning, tutorials, assessments and your own study, it is expected you are spending around ten hours per week on your enrolled units (over a 12- week period). Studying these units requires good time management skills, the ability to work independently with a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.

# Sustainable Development and Innovation Ecosystems

## RMIT



### Overview

#### Unit 1 – STEM for Sustainable Development

#### Unit 2 – Innovation Ecosystems and the future of work

**Unit 1** will explore the nexus between topics such as environmental sustainability, climate change, biodiversity, health, food and nutrition and energy and transport and the application of sustainable sciences and technologies. You will also explore how diversity, inclusion, reconciliation, and equity act as driving forces within sustainability to co-create sustainable futures. You will learn to bring a sustainability focus, approach and agency into your future studies and resulting careers.

**Unit 2** will broaden and strengthen your innovation effectiveness. You will discover how technology, society, governments, and global trends drive change in the future of work over the span of your career. You will gain a holistic view of innovation - of self, others, and the task. You will aim to understand how bringing people and project together in innovation ecosystems brings new ideas to life, strategically delivering an innovation's true value into the hands of adopters.

#### VCE pre-requisite or co-requisite required

None

#### Learning outcomes

On successful completion of Unit 1, you will be able to:

1. Identify and explain key concepts, processes, and frameworks within Sustainable Development.
2. Discuss, illustrate, and assess how sustainable development in STEM and/or Health can drive better outcomes for a sustainable future.
3. Propose and communicate solutions to industry- based or real-world interdisciplinary sustainability challenges using key concepts, processes, and frameworks for sustainable development in the context of STEM and/or health.
4. Demonstrate consideration of the principles of diversity, equity, inclusion, and Reconciliation as pillars of sustainable development.

On successful completion of Unit 2, you will be able to:

1. Identify strategies for managing the STEM innovations trends impacting on the student's future of work.
2. Examine how a systems approach changes managing people and projects in innovation ecosystems.
3. Describe how the creative and pragmatic processes determine innovation outcomes.
4. Formulate and communicate a commercialisation strategy to connect innovation with adopters.
5. Reflect how the innovation process is applied to a discipline/industry.

Indicative assessments		
Assessment type	Unit 1	Unit 2
Online Quiz(zes)	15%	—
Written Assessment	35%	—
Studio Showcase & Reflection	50%	—
SWOT Report	—	25%
Business Plan & Reflection	—	25%
Presentation	—	25%
Business Pitch & Reflection	—	25%

#### Linked undergraduate qualification

- Bachelor of Engineering (all)
- Bachelor of Science
- Bachelor of Biomedical Science
- Bachelor of Laboratory Medicine
- Bachelor of Psychology
- Bachelor of Computer Science
- Bachelor of Information Technology
- Bachelor of Data Science
- Bachelor of Food Technology and Nutrition
- Bachelor of Space Science

#### Eligibility requirements

Applicants must provide evidence of successful completion of Year 11 (Units 1 and 2) and be studying VCE Year 12 in the year of their Extension enrolment.

#### Proposed delivery arrangements

Unit 1: Online delivery comprising of weekly lectures and workshops. Up to 2 hours of online interaction per week. Workshops may be available after school hours.  
Unit 2: Online delivery comprising of weekly lectures and workshops. Up to 2 hours of online interaction per week. An additional 2-hour workshop every 3 weeks.

#### Requirements

No onsite attendance is mandated; however, students may be required to attend either CHES or the university campus support services.

#### Further information

It is recommended that you dedicate about 6-8 hours of study to each of your enrolled units per week (over a 12 – 14-week period). Studying these units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible, and this allows you to work your study time around other commitments such as a part-time job or sport.

Successfully completing these units may entitle you to receive credits for prior learning. This may mean you will not have to undertake as many undergraduate units as your peers on related undergraduate courses.

University	Course	Units	Pre/Co-requisites
La Trobe University	<b>Aboriginal Studies and Anthropology</b>	Unit 1: Introduction to Aboriginal Australia Unit 2: Transforming Local Communities	None
Federation University	<b>Accounting</b>	Unit 1: Principles of Economics Units 2: Principles of Accounting and Finance	Completed or concurrently studying Unit 3/4 Accounting or Economics
La Trobe University	<b>Accounting</b>	Unit 1: Accounting for Management Decisions Unit 2: Accounting and Information Systems	Completed or concurrently studying Unit 3/4 Accounting
Federation University	<b>Anatomy and Physiology</b>	Unit 1: Anatomy and Physiology for Health Professionals 1 Unit 2: Anatomy and Physiology for Health Professionals 2	Completed Unit 3/4 Physical Education or Biology
Federation University	<b>Biological Sciences</b>	Unit 1: Principles of Biology Unit 2: Systems Biology	Completed Unit 3/4 Biology prior to enrolment
University of Melbourne	<b>Economics</b>	Unit 1: Introduction to Microeconomics Unit 2: Introduction to Macroeconomics	Completed Units 3/4 of Mathematical Methods or Specialist Mathematics and completed or concurrently studying Units 3/4 Economics
ACU	<b>Exercise and Sports Science</b>	Unit 1: Growth, Motor Development and Ageing Unit 2: Introduction to Nutrition	Completed or concurrently studying Unit 3/4 Physical Education
La Trobe University	<b>Health Science</b>	Unit 1: Human Structure and Function Unit 2: Infections, Pandemics and Epidemics	Completed or concurrently studying Unit 3/4 Biology
Monash University	<b>History</b>	Unit 1: Revolution and Empire in the Modern World Unit 2: Exchange and Encounter in the Premodern World	Completed or concurrently studying Unit 3/4 History (any)
La Trobe University	<b>Human Biosciences</b>	Unit 1: Human Biosciences A Unit 2: Human Biosciences B	Completed or concurrently studying Unit 3/4 Physical Education or Biology
Federation University	<b>Information Technology</b>	Unit 1: IT Problem Solving Unit 2: Game Development Fundamentals	Completed or concurrently studying Unit 3/4 Software Development
Federation University	<b>Introduction to Psychology</b>	Unit 1: Introductory Psychology A: Biological and Cognitive Psychology Unit 2: Introductory Psychology B: Personality and Individual Differences	Completed Unit 3/4 Psychology
La Trobe University	<b>Law</b>	Unit 1: Legal Institutions and Methods Unit 2: Principles of Public Law	Completed or concurrently studying Unit 3/4 Legal Studies
University of Melbourne	<b>Literature</b>	Unit 1: Literature and Performance Unit 2: Modern and Contemporary Literature	Completed or concurrently studying Unit 3/4 Literature
Federation University	<b>Maths and Analysis</b>	Unit 1: Statistical Methods Unit 2: Linear Algebra and Applications	Completed or concurrently studying Unit 3/4 Maths Methods
University of Melbourne	<b>Mathematics</b>	Unit 1: Linear Algebra Extension Studies Unit 2: Calculus Extension Studies	Completed Unit 3/4 Maths Methods and concurrently enrolled in Unit 3/4 Specialist Maths or concurrently studying Unit 3/4 Maths Methods and Specialist Maths
University of Melbourne	<b>Physics</b>	Unit 1: Physics 1 Unit 2: Physics 2: Physical Science and Technology	Completed or concurrently studying Unit 3/4 Physics and Maths Methods
La Trobe University	<b>Politics, Philosophy and Economics</b>	Unit 1: Politics, Philosophy and Economics Unit 2: Creative Thinking and Innovation	None
University of Melbourne	<b>Psychology</b>	Unit 1: Mind, Brain and Behaviour 1 Unit 2: Mind, Brain and Behaviour 2	Completed or concurrently studying Unit 3/4 Psychology
Swinburne University	<b>Space Industry</b>	Unit 1: Space Applications Unit 2: Space Policy, Law and the New Space Economy	None
RMIT	<b>Sustainable Development and Innovation Ecosystems</b>	Unit 1: STEM for Sustainable Development Unit 2: Innovation Ecosystems and the future of work	None

