HANDBOOK

HIGHER EDUCATION STUDIES **HES**

CHES CENTRE FOR HIGHER EDUCATION STUDIES

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.

CENTRE
FOR HIGHER
EDUCATION
STUDIES

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Welcome to CHES

Centre for Higher Education Studies (CHES)

Welcome to the next stage of your education. This is your opportunity to challenge yourself and get a head start on university by studying a Higher Education Study (HES) — a first-year university subject with two units, one per semester — whilst still at school.

The Centre for Higher Education Studies (CHES) is a centre of excellence established to support high-achieving senior secondary students. It aligns with the Victorian Government's goal to help all students reach their full potential, regardless of their background. In 2026, there are over 700 students enrolled in CHES programs and we anticipate continued growth in enrolments into 2027.

As our name suggests, CHES expands access to HES for government school students across Victoria, including those in metropolitan, rural, regional, and remote areas, students from disadvantaged backgrounds, and those who may be the first in their family to attend university.

Our innovative hybrid-flexible approach allows students to remain enrolled at their secondary school while studying one HES subject through CHES as part of their VCE program. This includes options to study online each week, attend CHES on-site, and visit university campuses at times.

We partner with various Victorian universities to offer a broad range of HES subjects. CHES acts as a bridge between schools and universities, connecting students, faculties, and high-achieving students statewide. Students undertaking HES also gain access to the CHES Student Enrichment Series, featuring university masterclasses and mentoring from university students and academics.

Our programs help students accelerate and deepen their learning by working with university experts, expanding their knowledge and skills, building networks, experiencing university life while still at school, and earning university credits and ATAR points.

We encourage you to explore this handbook, visit our website, and contact us with any questions. For more information, attend our online information evenings or school tours. Visit www.ches.vic.edu.au or contact us on 9063 1170 or ches@education.vic.gov.au.

We look forward to receiving your application to enrol in a HES with us in 2027.

Stewart Milner
Principal

We Reach; We Connect; We Understand.
We Think Ahead.

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

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.

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:

ACU Credit and prior learning
Deakin University: Recognition of prior learning
Federation University: Pathways and credit - Federation University
La Trobe University: Credit for prior study
Monash University: Credit for prior study – study at Monash University
RMIT University Credit for prior study or experience
Swinburne University: Credit for Prior Study or Experience | Swinburne
University of Melbourne: Advanced Standing
Victoria University: Credit for skills and past study

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. CHES works closely with each unversity to supply specific resources for students including textbooks, workbooks, and other course specific requirements.

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 Teams and Compass. 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 offers enrichment and extension opportunities to further stretch and challenge senior students.

These student enrichment programs are available to students who are enrolled in a subject through CHES, and includes masterclasses, workshops, and seminars.

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** to be completed 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 corequisite study, if applicable. Please refer to each HES subject description in the following sections for further information about prerequisite and corequisite VCE subjects.

To be eligible for a HES through CHES, students must be enrolled in their final year of 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, students who are home-schooled are not eligible to apply.

International students must contact CHES directly to discuss their application.

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 the school term holidays or during the school term. 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 2026 - 2027

Date	
Friday 29 May 2026	Applications open for 2027 HES programs
Wednesday 10 June 2026, 6.00pm	HES information evening (online)
Friday 21 August 2026 , 11.59pm	Applications close for 2027 program
Friday 27 November 2026	Students and schools informed of outcome of HES applications (conditional offers) and sent enrolment forms to complete as acceptance of offer
Friday 11 December 2026	HES enrolment forms due
Friday 18 December 2026	Final day for students to submit semester 2 reports and grades for HES applications
Mid-January 2027	Students and schools informed of outcomes of HES applications (unconditional offers)
February 2027	HES orientation program
February/March 2027	HES classes begin

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/corequisites 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

To submit an application, follow the link on the CHES Apply Now. 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. Please ensure you use one email address, preferably a personal one, for your application.

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. You will need your latest school report as part 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

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 2027

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 corequisite 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 2027:

DEAKIN UNIVERSITY

Federation University

LA TROBE UNIVERSITY

MONASH University

SWINBURNE UNIVERSITY OF TECHNOLOGY

THE UNIVERSITY OF MELBOURNE


Think Ahead.

HES Unit Outlines Offered in 2027

Agriculture	La Trobe University	15
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Artificial Intelligence in Organisations	Swinburne University	17
Astronomy	Monash University	18
Biological Science	Federation University	19
Business	Federation University	20
Climate Change	Monash University	21
Criminology	Deakin University	22
Criminology	La Trobe University	23
Criminology	Monash University	24
Criminology & Criminal Justice	Federation University	25
Design History, Design & Society	Swinburne University	26
Disability, Diversity and Inclusion	Deakin University	27
Economics and Finance	Deakin University	28
Education	Federation University	29
Exercise and Sports Science	Federation University	30
Future Technologies	Deakin University	31
Health Science	La Trobe University	32
History	Monash University	33
Human Biosciences	La Trobe University	34
Information Technology	Federation University	35
Law	La Trobe University	36
Law	Swinburne University	37
Linguistics and English Language	Monash University	38
Management and Law	Deakin University	39
Mathematics	University of Melbourne	40
Maths and Analysis	Federation University	41
Nursing	Federation University	42
Physics	University of Melbourne	43
Politics, Philosophy and Economics	La Trobe University	44
Psychological Science	Deakin University	45
Psychology	Federation University	46
Psychology	University of Melbourne	47
Public Relations	Deakin University	48
Robotics and Data Science	Deakin University	49
Science	Deakin University	50
Social and Community Services	Federation University	51
Space Industry	Swinburne University	52

Agriculture

La Trobe University

Overview

Unit 1 – Agriculture and Food Security (AGR1001)

Unit 2 – Agribusiness Management (MGT1AGM)

In Unit 1, students will investigate the past, present and future of agriculture, and its impact on Australia and the world. At the end of this subject, students will have a deeper understanding of the importance and context of agriculture from a range of different perspectives.

Unit 2 introduces students to Agribusiness, the food and fibre production and marketing system, which is made up of thousands of businesses ranging from small farms to large multinational companies. A focus for this subject is the effective and efficient management of agribusinesses, which is strongly linked to the United Nations Sustainable Development Goal (SDG) number 12 - Responsible Production and Consumption.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

1. Describe the place of agriculture in Australia's past present and future.
2. Define drivers regulating the diversity of current and future agricultural systems.
3. Understand global trade and regulatory issues influencing farming practices.
4. Describe the importance of the interplay between natural capital and farming systems.
5. Define the constraints that limit food production locally, nationally and globally.
6. Demonstrate critical thinking in an understanding of agriculture.
7. Work collaboratively with peers to present a solution to an agricultural problem.

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

1. The structure and functioning of agribusiness systems and supply chains within domestic and global food and fibre markets
2. Contemporary challenges facing agribusiness, including sustainability, climate risk, market volatility, technological change, and social expectations
3. The management context in which agribusinesses operate, including regulatory, institutional, environmental, and economic influences
4. The roles, responsibilities, and ethical obligations of agribusiness managers
5. Principles of responsible production and consumption and their relevance to agribusiness decision-making
6. Key concepts in financial, human resource, and risk management as applied to agribusiness enterprises

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Oral presentation	20%	-
Test	-	20%
Essay/report (x2)	40%	45%
Reflection	-	35%
Exam (online)	40%	-

Linked undergraduate qualification

- Bachelor of Agriculture
- Bachelor of Science
- Bachelor of Business
- Bachelor of Animal and Veterinary Biosciences
- Bachelor of Food and Nutrition

Eligibility requirements

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

Proposed delivery arrangements

Studies for both Units can be completed fully online, or for Unit 1 in a combination of La Trobe campus/CHES Campus face to face and online. For Unit 1 flexible delivery (online + face to face) there are four x 2-hour workshops per semester that would be available as face-to-face and students could also attend the field trip day (6 hours). These two combined would represent 80% online, 20% in person.

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 and Physiology for Human Movement 1 (EXSC1801)

Unit 2 – Anatomy and Physiology for Human Movement 1 (EXSC1803)

Unit 1 This unit is one of two units that provide foundational knowledge of human anatomy and physiology. In this unit, 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 unit examines, support and movement, and human physiological processes and their integration and control with particular focus on the maintenance of normal body function. The unit encourages students to demonstrate an application of biological science knowledge. An integrated whole body approach provides inter-professional learning opportunities and allows scrutiny of structural and physiological changes across the lifespan. This unit is open to all health professions for inter-professional learning.

Unit 2 This unit is one of two units that provide foundational knowledge of human anatomy and physiology relevant to the health and human movement professions. In this unit the biological basis of human movement and the working of the human body will be explored. The major themes of study focus on the interrelationships between structure and function of body systems including body defences, integration and control through hormonal process and maintenance, cardiovascular, respiratory and musculoskeletal function during movement and development of normal body function through thermoregulation and fluid balance. An integrated approach using human movement scenarios provides practical learning opportunities and allows scrutiny of structural and physiological changes across the lifespan.

VCE prerequisite or corequisite required

Students will have completed or be currently studying VCE Units 3 & 4 Physical Education OR Units 3 & 4 Biology.

Learning outcomes

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

1. Describe basic chemical and cellular composition, functions and organisation of the human body and how they contribute to homeostasis, protein synthesis and metabolism under normal conditions;
2. Identify and describe micro and macro-level anatomical structures of relevant body systems including the Musculoskeletal, Central and Peripheral Nervous, and Digestive systems of the human body;
3. Explain physiological processes and integration of specific body systems including the Musculoskeletal, Central and Peripheral Nervous, Digestive and Metabolic Systems of the human body and how they respond to movement;
4. Describe the interrelationships between the structure and function of the cardiovascular, respiratory, integumentary, lymphatic, immune, endocrine, renal and reproductive systems and their roles in the maintenance of homeostasis and how they respond to human movement;
5. Describe the major anatomical changes during growth and development across the lifespan and how they relate to health and human movement;

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Laboratory Attendance and Participation	S/U	S/U
Lab Manual Completion	S/U	S/U
Tests or Quizzes	30%	30%
Exam (Practical & Theory)	70%	70%

Linked undergraduate qualification

- Bachelor of Exercise and Sport Science

Eligibility requirements

Not applicable.

Proposed delivery arrangements

Weekly 2 hour lecture plus associated reading and learning activities. **There will be 2 or 3 full day practical face to face sessions each semester held onsite at CHES**.

Requirements

These subjects have a minimum requirement of (or at least) 80% attendance at classes. Attendance at practical sessions is compulsory.

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.

Artificial Intelligence in Organisations

Swinburne University

Overview

Unit 1 develops students' ability to evaluate AI outputs and task suitability. Unit 2 extends this judgement to organisational decisions about AI adoption, implementation, risk, and accountability.

Unit 1 – Business Artificial Intelligence Project (INF10028)

Unit 2 – Artificial Intelligence Business Strategy and Transformation (INF20033)

Unit 1 Business Artificial Intelligence Project introduces students to how artificial intelligence systems are used within organisations, with a focus on evaluating when these systems are appropriate and how they should be used. Students explore how generative AI systems produce outputs, how prompts and instructions influence results, and how to assess the reliability and limitations of AI-generated information. Students develop practical approaches to analysing AI outputs, identifying errors, bias, and risk, and determining whether AI is suitable for specific workplace tasks. The unit emphasises problem solving, critical thinking, and the ability to make informed decisions about AI use rather than technical programming or software development. Where appropriate, students may show their reasoning through guided AI experimentation, structured analysis activities, or simple decision logic explaining when AI should or should not be used. Key to this process is developing confidence in evaluating AI outputs and understanding the importance of human judgement and oversight in AI-supported work.

Unit 2 Artificial Intelligence Business Strategy and Transformation builds on Unit 1 by examining how organisations evaluate and introduce artificial intelligence systems. Students analyse how organisations identify opportunities for AI, assess feasibility, and make decisions about adoption. Students study how AI affects workflows, decision-making processes, and organisational accountability. Using a structured case study, they evaluate benefits, risks, and constraints, and develop recommendations for how AI may be implemented in a responsible and controlled way. The unit emphasises organisational problem solving, evaluation of trade-offs, and the ability to justify decisions about AI adoption. Students develop an understanding of how AI initiatives align with business objectives and how risks and governance considerations influence implementation.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

- Apply structured reasoning to guide the use of generative AI in workplace and organisational scenarios.
- Explain how prompts, instructions, and simple decision logic influence AI outputs and behaviours.
- Evaluate AI outputs and behaviours by considering purpose, reliability, bias, risk, and user impact.
- Assess whether AI is suitable for specific workplace tasks and justify the reasoning behind that judgement.
- Identify ethical risks in AI use and explain how human judgement, oversight, and responsibility should guide AI-supported work.

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

- Analyse how AI can contribute to organisational innovation, business improvement, and business model change.
- Evaluate whether AI is suitable for different business tasks, considering organisational readiness, risks, and strategic fit.
- Assess rules, oversight, responsibility, and organisational constraints that influence successful AI adoption.
- Develop and justify a conceptual plan for introducing AI into an organisation in a responsible way.
- Communicate AI strategy recommendations clearly to different business stakeholders.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Practical and analytical exercises	20%	20%
Applied AI analysis or portfolio tasks	40%	50%
Case study analysis or report	40%	20%
Presentation or reflective task	—	10%

Linked undergraduate qualification

- Bachelor of Artificial Intelligence in Business (BA-AIBUS)

Eligibility requirements

Not applicable

Delivery arrangements Online weekly workshops (2 hours). Online lectures which are 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 unit per week. These units require strong time management, independent learning skills, and a proactive approach to problem solving.

Astronomy

Monash University

Overview

Unit 1 – Earth to Cosmos (ASP1010)

Unit 2 – Life in the Universe: Astrobiology (ASP1022)

Unit 1 This unit focuses on concepts that will allow you to gain understanding of key astrophysical phenomena. The topics covered include the night sky, the historical development of astronomical knowledge, our solar system, comets and asteroids, the sun, exoplanets, other stars, stellar remnants such as black holes, the Milky Way, other galaxies, quasars, dark matter, and cosmology in general.

Unit 2 This unit focuses on understanding astronomical, geological, chemical, biological and technological conditions necessary for primitive and intelligent life. The topics covered include: stellar and planetary formation, dynamics of planetary orbits, detection and properties of extrasolar planets, habitability, chemical and biological characteristics of life, how life first appeared on the Earth and how life depends on energy from the stars, probabilities of life forming on other planets, artificial life and artificial intelligence, interstellar travel and colonisation, the fate of the Universe and the implications for any life present.

VCE prerequisite or corequisite required

Not applicable

Learning outcomes

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

1. Describe the evolution and general properties of planets, solar systems, stars, and galaxies.
2. Explain celestial and planetary motions across the night sky using naked eye observations.
3. Describe the scale of the universe and discuss Earth's place within it.
4. Explain how telescopes work and be able to distinguish between the different types of instruments used for astronomical observations.
5. Demonstrate ability to analyse and solve problems using quantitative and qualitative analysis.

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

1. Explain modern theories of stellar and planetary formation and evolution
2. Compare properties of our Solar system to that of extrasolar planetary systems
3. Describe the necessary conditions for life and how species evolve
4. Debate how development of life is dependent on the conditions in the physical universe
5. Theorise on the possibilities of other life forms, interstellar communication and interstellar travel.

Indicative assessments

Assessment type	Unit 1	Unit 2
Quizzes on concepts	50%	50%
Projects	20%	20%
End of semester examination	30%	30%

Linked undergraduate qualification

- Bachelor of Science

Eligibility requirements

Students are required to have at least a B+ (75%) average across all subjects in Year 11.

Proposed delivery arrangements

Both units will have 2 hours per week of face to face/hyflex instruction including content delivery and hands on learning activities held at the CHES facility. 3 hours of additional content delivery per week will happen through a mixture of online learning activities.

Further information

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.

Biological Science
Federation University

Overview

Unit 1 – Principles of Biology (SCBIO1001)

Unit 2 – Systems Biology (SCBIO1020)

Unit 1 This unit provides an introduction to some of the fundamental principles of biology. We will introduce cellular structure, integrity and communication, and link biochemistry and macromolecules with energy transfer and cellular respiration. We also explore cellular replication, genes, chromosomes and genetic engineering, and look at patterns of inheritance. We examine the evidence for evolution by looking at microevolution in populations, and macroevolution leading to the formation of new species.

Unit 2 This unit 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 prerequisite or corequisite required

Students will have completed VCE Units 3 & 4 Biology.

Students must have successfully completed Unit 1 Principles of Biology (SCBIO1001) as a prerequisite to Unit 2 Systems Biology (SCBIO1020).

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**
Practical scientific reports and worksheets	60%	30%
Quizzes	10%	—
Tutorial Submissions	—	30%
Final Test	30%	40%

Linked undergraduate qualification

- Bachelor of Science
- Bachelor of Biomedical 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 during the school terms**. 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.

Business

Federation University

Overview

Unit 1 – Introduction to Management (BUMGT1100)

Unit 2 – Introduction to Marketing (BUMKT1200)

Unit 1 This unit provides foundations in the principles and practice of management by covering organisational environmental and cultural influences and the four basic management functions of planning, organising, leading and controlling. The role of sound management practice as an essential aspect of conducting business in an ethical and socially responsible manner is considered. The unit identifies contemporary management challenges and determines their impact on the practice of management and organisational processes and priorities.

Unit 2 This unit introduces students to the basic principles and practices of marketing. On completion of this unit, students should be able to understand the marketing environment and how consumers behave in it. Students will also be exposed to ethical issues in marketing, the foundations of marketing research and the marketing mix. Students will have the opportunity to explore areas such as product development, distribution, pricing concepts and promotion. Bringing these elements together, students will learn about the importance of marketing strategy and planning. This unit provides the foundation knowledge and skills for all other marketing units.

VCE prerequisite or corequisite required

Students will have completed or be currently studying VCE Units 3 & 4 Business Management.

Learning outcomes

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

1. Describe the principles of sound management practice.
2. Examine how management contribute to the effective function of organisations.
3. Describe the four basic management functions of planning, organising, leading and controlling and explain how they should be implemented.
4. Recognise the role of sound management principles and practices in contributing to ethically and socially responsible business.

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

1. Examine marketing and its role in society.
2. Identify the principles that underpin marketing.
3. Determine the variety of marketing activities necessary to fulfil the marketing management process.
4. Recognise the principles underlying the development of marketing strategies.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Journal Reflection	15%	—
Report	35%	—
Test	—	20%
Report and/or Presentation	—	30%
Final Test	50%	50%

Linked undergraduate qualification

- Bachelor of Business (all streams)

Eligibility requirements

Not applicable

Proposed delivery arrangements

Weekly tutorial (online) and unscheduled, flexible and self-paced activities. These will include established learning activities, associated independent learning, background reading/research and completion of assessment.

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.

Climate Change

Monash University

Overview

Climate change presents a challenge that society must meet head-on. This sequence represents the most interdisciplinary studies of any topic in any Australian University. Co-designed by academics across Monash University and co-taught by experts from sever different faculties, these units will show you:

- How your discipline expertise contributes to our knowledge of climate change; and
- The breadth of perspectives, approaches and ideas in different fields and industries.

Together, this will support your studies and career in your chosen field, and prepare you to work with experts in other fields to address the impacts of Climate Change.

Unit 1 – Climate Change: A Wicked Problem (CLI1100)

Unit 2 – Climate Change: Impacts and Adaptations (CLI1200)

Unit 1 In this unit, you will learn to view climate change as an intersectional problem with the potential to affect every part of human life. You will begin at the start of the story: how has our climate changed in the past, and how is it changing now? You will learn how to measure changes in the climate system, how to project these changes into the future, and how to predict the impacts that those changes might have. You will learn to understand the risk that these changes and impacts present to the world. Finally, you will respond to climate change, and think about how to reduce the rate and severity of climate change.

Unit 2 We are transitioning into a new era, where a changing climate presents new challenges for society. You will learn how we can adapt to prevent the most dangerous impacts of climate change. You will analyse the risks presented by climate change to biodiversity, food and water security, cities and settlements, health, mental health, society and the economy and pose responses to manage those risks. You will then consider the transitions required for the new normal, and how to empower and enable those transitions.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

1. Interpret climate change as an intersectional and interdisciplinary problem;
2. Apply contemporary scientific knowledge to describe the climate system and how and why it is changing;
3. Analyse data and risks to predict our future under a changing climate;
4. Assess the risks posed by climate change across a range of sectors and disciplines;
5. Develop solutions to climate risks and strategies to implement and execute these solutions in a variety of contexts;
6. Communicate climate change information and responses to a variety of stakeholders.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Portfolio of in-class activities	25%	25%
Mind Map	25%	—
Climate model report	25%	—
Risk management assignment	—	25%
Climate risk assessment	—	25%
Group project	25%	25%

Linked undergraduate qualification

- Contribute as core units to the Bachelor of Science; Bachelor of Business; Bachelor of Commerce; Bachelor of Climate, Society and Economy, and all associated double degrees
- Contributes as an elective to most other Monash degrees

Eligibility requirements

Students are required to have at least a B+ (75%) average across all subjects in Year 11.

Climate Change combines studies from a range of disciplines and we welcome applicants with interests in humanities, science, policy, communication, law, health, technology, business, design, and any other related field.

Propsed delivery arrangements

2-hours of self-paced content (a mix of readings, videos, and interactive content delivered online) and one 2-hour weekly applied class. Applied classes will be delivered HyFlex (Online and in person concurrently) at CHES.

Further information

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.

Criminology
Deakin University

Overview

In this study area, you will examine the main types of crime and how crime is understood within society. You will explore the social, cultural and psychological factors that influence criminal behaviour, alongside the structures and processes of the criminal justice system. This study area provides a strong foundation for students interested in criminology, law, policing or social justice.

Unit 1 – Introducing Crime and Criminology (ACR101)

Unit 2 – Introducing Crime and Criminal Justice (ACR102)

Unit 1 This unit introduces key concepts and theories used to understand crime and criminal behaviour. You will explore how crime is defined, measured and represented in society, and examine different types of offending. The unit also considers the social, cultural and environmental factors that influence crime, and how public perceptions of crime are shaped.

Unit 2 This unit provides an introduction to the structures and processes of the criminal justice system from a critical perspective. You will examine the roles of key institutions such as police, courts and corrections, and explore processes including investigation, prosecution and punishment. The unit also considers contemporary issues in criminal justice and evaluates the effectiveness of the system using criminological and socio-legal perspectives.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

At the completion of these units, successful students have the following graduate learning outcomes:

1. Discipline-specific knowledge and capabilities
2. Critical thinking
3. Communication
4. Problem solving
5. Global citizenship
6. Self-management
7. Digital literacy

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Skills & knowledge audit	10%	—
Seminar exercises & reflection	40%	—
Examination	50%	—
Presentation	—	10%
Seminar reflection	—	40%
Supervised assessment	—	50%

Related courses

Bachelor of Arts, Bachelor of Criminology, Bachelor of Forensic Science (ACR102 only), Bachelor of Arts/Bachelor of Laws, Bachelor of Arts/Bachelor of Science, Bachelor of Business/Bachelor of Arts, Bachelor of Commerce/Bachelor of Arts, Bachelor of Criminology/Bachelor of Business, Bachelor of Criminology/Bachelor of Cyber Security, Bachelor of Criminology/Bachelor of Laws, Bachelor of Criminology/ Bachelor of Psychological Science, Bachelor of Forensic Science/Bachelor of Criminology, Bachelor of Health Sciences/Bachelor of Arts

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11.

Proposed delivery arrangements

Both units comprise weekly independent and collaborative learning content (including readings, interactive materials and videos delivered online), supported by a weekly lecture and seminar. Units are delivered online (with recorded lectures).

Requirements

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

Criminology
La Trobe University

Overview

Unit 1 – Justice and Society (LAW1001)

Unit 2 – Media and Crime (LCR1002)

Unit 1 Justice is often referred to as a driver of policy or law reform; however, what 'justice' means changes across contexts. In this subject, you will engage with a range of definitions and understandings of justice. You will consider how to apply these conceptualisations to real-world and hypothetical case studies relating to topics such as colonialism, gender, race, class, sexuality, disability, poverty, and the environment. You will develop the capacity to think critically about some of the causes of inequality and injustice, and the institutions and tools needed to address them.

Unit 2 The media plays a fundamental role in shaping how society understands, and often fears, crime. In Media and Crime you will critically examine the complexities in how traditional and contemporary news and entertainment media reports on crime, harm and justice. In this subject, you will learn a diverse range of concepts related to media representation, including: news values and newsworthiness, performance crime, agenda setting, and the media's role in shaping public perceptions and discourses about crime and justice. You will also learn about semiotics. The study of signs and symbols is a powerful tool used by the entertainment media to communicate complex ideas and narratives. Entertainment media, including films, TV shows, news broadcasts, and computer and console games often depict crime in ways that reflect and reinforce societal beliefs using semiotics. As consumers of media, it is important to develop critical media literacy skills so you can better analyse and question the messages you consume.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

1. Identify, understand and compare a range of definitions and conceptions of justice.
2. Evaluate the strengths and weaknesses of conceptions of justice.
3. Apply principles of justice to real-world and hypothetical problems.
4. Work collaboratively with other students.

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

1. Understand and analyse the processes through which crime news is constructed, disseminated, and consumed.
2. Analyse and deconstruct media representations of crime, using relevant criminological concepts.
3. Identify and examine various biases and stereotypes produced by dominant media representations of crime.
4. Apply criminological concepts to real-world media examples, contrasting media with evidence-based research about crime and justice.
5. Develop communication and collaboration skills while working in a team

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
On-line quizzes (500 word equivalent)	10%	—
In-class activities (750-words equivalent). These exercises are conducted in groups in the tutorials and directly related to the weekly content.	20%	—
Oral presentation and peer feedback exercise (1,250 words equivalent).	35%	—
Final assignment (1,500 words equivalent).	35%	
Portfolio (comprised of a series of learning activities)	—	30%
Media analysis (1800 words)	—	40%
Oral presentation	—	30%

Linked undergraduate qualification

- Bachelor of Criminology

Eligibility requirements

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

Proposed delivery arrangements

Unit 1
Weeks per semester: 12
1 hour of lecture content per week (available online, pre-recorded) and 1 x 2-hour seminar (online): total of 36 hours per semester. The 2-hour seminar will be delivered HyFlex (online and in person concurrently) at CHES.

Unit 2
Weeks per semester: 12
1 hour of lecture content per week (available online, pre-recorded) and 1 x 2-hour seminar (online): total of 36 hours per semester. The 2-hour seminar will be delivered HyFlex (online and in person concurrently) at CHES.

Criminology
Monash University

Overview

Unit 1 – Understanding Crime (ATS1421)

Unit 2 – Criminal Justice in Practice (ATS1423)

Unit 1 The term 'crime' is something we tend to have our own interpretation of, but understanding how that knowledge has come about is a key consideration discussed throughout this topic. Daily television, social media, print and internet news sources are reliant on crime to generate interest, and our impression of 'crime' and 'criminals' is often coloured by these representations. And yet, the complex concept of crime and criminality cannot be summed up by media, especially when in many cases, it is sensationalism driving the story. Recognising that various social forces shape not only our views and opinions about crime, but contribute to the reasons why people offend, in addition to formal responses to those who have broken the law, is a fundamental aspect of this course.

Importantly, we will consider several theoretical perspectives of 'crime', using a range of criminological theories to generate understanding of who often ends up interacting with the Criminal Justice System and why this is the case.

Unit 2 The unit presents the administrative workings, functions and experiences in areas such as courts, sentencing, imprisonment, community corrections, parole and release. Importantly we observe how the administration of justice is played out through the court system and consider punishments against themes of human difference, exclusion, human rights and social justice. This unit explores theories of punishment and its role in our society. The unit encourages you to consider how punishment and prisons cannot be viewed outside broader social, political and economic contexts. You will have the opportunity to consider the long-term outcomes of whole-of-community initiatives based on notions of social inclusion, and the potential of their contribution to reducing disadvantage and by extension, rates of offending and re-offending.

VCE prerequisite or corequisite required

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

Learning outcomes

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

1. Explain the key definitional and methodological challenges associated with the study of crime;
2. Describe the features of key criminological theories;
3. Apply criminological theories to real world situations, both local and global in nature;
4. Evaluate the strengths and weaknesses of key criminological theories;

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

1. Explain the system of courts and their operation at the state and national level;
2. Discuss the role and working of corrections at the state and national level;
3. Describe the different types of punishment within Victoria and other Australian jurisdictions;
4. Compare and analyse perspectives and debates on the role of punishment, its administrative functions and practices in society.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Analytical exercise	20%	—
Analytical exercise	20%	—
Worksheet exercise	30%	—
Presentation	15%	—
Discussion	15%	—
Theory analysis	—	30%
Policy analysis	—	30%
Essay	—	40%

Linked undergraduate qualification

- Bachelor of Criminology (and any combination of double degrees with the Bachelor of Criminology, including the Bachelor of Arts, Bachelor of Laws, Bachelor of Information Technology)
- Bachelor of Criminology and Policing
- Bachelor of Arts with a Major in Criminology and all associated double degrees

Eligibility requirements

Students are required to have completed VCE Units 3 & 4 Legal Studies with a study score of at least 35 or concurrently studying VCE Units 3 & 4 Legal Studies with completion of VCE Units 1 & 2 Legal Studies with at least an A (80%) average and at least a B+ (75%) average across non-prerequisite / non-corequisite subjects in Year 11.

Proposed delivery arrangements

Each unit will be taught over 12 week classes. These sessions will run weekly for two hours and Tutorials will be delivered HyFlex (online and in person concurrently) at CHES. Students can attend these sessions in person or online. 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.

Further information

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.

Criminology & Criminal Justice

Federation University

Overview

Unit 1 – Crime in Contemporary Contexts (CRJUS1286)

Unit 2 – Explanations of Crime (CRJUS1287)

Unit 1 This unit provides students with the opportunity to engage with key issues and debates about the social construction of crime, types of crime and the inequities of the various responses to crime. Students will also learn to develop critical analytical skills by considering how crimes are reported in the media; the factors that inform how crime is presented and the impact of crime reporting on our understanding of crime prevalence. Students will engage with both academic literature and informed commentary and analysis about where crimes occur, who perpetrates crime and the impact of crime on society. Students will develop knowledge about the nexus of the resources required to address crime in contemporary Australian society and the consequential limitations of bringing some perpetrators to justice.

Unit 2 This unit introduces students to the history and transition of criminological thought and the emergence and development of key perspectives and theories of criminal justice. Students will discuss, analyse and evaluate the diverse and competing interpretations of a criminal act; the nature and basis of social and community attitudes to crime; why particular communities fear certain crimes; the causes and consequences of crime; and the relationship between crime and other forms of deviance. The community in regional, rural, urban, national and international contexts are used as focal points of this analysis.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

1. Critically examine the incidence of crime and the reporting of crime in the media.
2. Identify and analyse a range of contemporary criminal justice issues, considering key debates, issues and perspectives of crime.
3. Identify and appraise key theoretical underpinnings of the study of crime and the criminal actors in the criminal justice system.
4. Express substantiated and reasoned expositions and arguments concerning the cause and effects of crime in both an Australian and an international context.
5. Analyse diverse theories of crime causation, with a particular focus on contemporary scholarly research.
6. Utilise and integrate relevant conceptual frameworks in analysing the diversity of explanations for different types of offending behaviour.

Indicative assessments

Assessment type	Unit 1	Unit 2
Analysis of crime data	20%	—
Analysis of media representation of crime	35%	—
Response to a hypothetical situation	45%	—
Quizzes	—	15%
Comparative Analysis Essay	—	30%
Case Study Essay	—	40%
Reflective Activity	—	15%

Linked undergraduate qualification

- Bachelor of Criminology & Criminal Justice

Eligibility requirements

Not applicable

Proposed delivery arrangements

Online, self-paced delivery including lectures (pre-recorded), readings, learning activities and audio-visual resources. There is a weekly online class, held in the afternoon after 4pm.

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.

Design History, Design and Society
Swinburne University of Technology

Overview

Unit 1 – Design History (DDD10001)

Unit 2 – Contemporary Design Issues (DDD20004)

Unit 1 This unit covers 20th-century design—modernism to contemporary—examining key designers, principles, technology, production, and global vs regional perspectives so students can critically analyse design objects, movements and their social, cultural and economic contexts and apply those insights to studio practice. It builds research, academic English, visual/source analysis, and presentation skills while foregrounding diverse, non-Western perspectives and critical issues (colonialism, gender, race, labor). Teaching mixes lectures, seminars, object-based learning, archives/museum visits, varied assessments (essays, presentations, visual analyses, portfolios) and group projects linking history to contemporary practice.

Unit 2 This unit investigates contemporary design and media practice—covering design's role with new technologies and materials, cross-disciplinary methods, key practitioners, philosophies, 21st-century aesthetics, sustainability and design for emotion—within social, economic and political contexts. Students learn research and writing methodologies to investigate primary sources, articulate contemporary issues, apply critical theory to practice, and develop cohesive, research-based arguments about design suitable for publication in professional journals and application to design projects.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

1. Discuss and defend ideas about design and society in seminars and groups.
2. Identify significant designers, movements, objects and theories across scales.
3. Investigate design issues using primary and secondary sources and Apply critical theory to design and media practice.
4. Critically analyse historical and contemporary design problems.
5. Integrate historical and theoretical insight into studio projects and produce publishable-quality argument on design issues.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Online studio Learning	30%	30%
Online Quiz	20%	—
Weekly Online Responses and final in-class presentation	—	20%
Final Written/ Essay Assignment	50%	50%

Linked undergraduate qualification

- Bachelor of Design
- Bachelor of Design (Hons)

Eligibility requirements

Not applicable

Proposed delivery arrangements

Both units will be delivered in a HyFlex mode. Each unit will run across 10 weeks, with 2 hours of learning per week delivered through a combination of online and live teaching. In addition, 10 hours will be allocated to two on-campus sessions (5 hours each), which will include excursions and face-to-face campus-based learning activities. This model supports flexible access while ensuring students also benefit from direct engagement with the university environment and in-person learning experiences.

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

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.

Disability, Diversity and Inclusion

Deakin University

Overview

In this study area, you'll explore how communication works across spoken, written and non-verbal forms, with a focus on disability and diversity. You'll also examine how people with disability interact with society and learn how to apply inclusive approaches across real-world settings. A great choice if you are interested in a health degree, while also providing an invaluable understanding of inclusion, relevant to any future career.

Unit 1 – Communication and Diversity (HDS101)

Unit 2 – Diversity, Disability and Social Inclusion (HDS106)

Unit 1 This unit examines the principles of effective communication and how these can be applied in a range of clinical and professional situations. The unit has a focus on communication with people with a disability, and those from diverse cultural and linguistic backgrounds. Students will learn about the process involved in spoken, written, and non-verbal communication, and the impact of communication partners and environments.

Unit 2 This unit explores the complex and dynamic interrelationships between people who have a disability and the society in which they live. Students learn about the different models and frameworks used in defining disability, and their impact on social structures and policy. The unit examines the mechanisms behind social inclusion and exclusion of people with disability, including structural, environmental, and personal influences, from childhood to old-age.

VCE prerequisite or corequisite required

Not applicable

Learning outcomes

At the completion of these units, successful students have the following graduate learning outcomes:

1. Discipline-specific knowledge and capabilities
2. Critical thinking
3. Problem solving
4. Self-management
5. Digital literacy
6. Communication

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Online multiple choice quiz	20%	—
Reflective essay	40%	—
Communication profile	40%	—
Case study	—	20%
Literature review and reflection	—	30%
Multimedia presentation and annotated bibliography	—	50%

Related courses

Bachelor of Exercise and Sport Science, Bachelor of Exercise and Sport Science - Advanced (Honours), Bachelor of Health Sciences, Bachelor of Nutrition Sciences, Bachelor of Occupational Therapy

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11.

Delivery arrangements

Both units comprise of weekly independent and collaborative learning content (including but not limited to: readings, interactive content and videos delivered online) as well as a two hour online seminar each week.

Requirements

It is expected that you dedicate up to 10 hours of study to each of your enrolled units per week (over a 11 week trimester). 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 and Finance

Deakin University

Overview

In this study area, you will explore how economic systems operate and how financial decisions are made within local and global contexts. You will develop an understanding of key economic principles, including supply and demand, markets and policy, alongside examining how financial tools and strategies are used to manage resources and risk. This study area provides a strong foundation for students interested in economics, finance, business or commerce-related careers.

Unit 1 – Management (MMM132)

Unit 2 – Legal Research and Statutory Interpretation (MLL110)

Unit 1 This unit introduces the fundamental principles of economics and how they apply to real-world decision-making. You will explore concepts such as supply and demand, market structures and the role of government in the economy. The unit also examines how individuals, businesses and governments allocate resources and respond to economic challenges.

Unit 2 This unit introduces the foundations of finance and how financial decisions are made within organisations and markets. You will explore key concepts such as risk and return, financial planning and investment decision-making. The unit also examines how financial tools and techniques are used to evaluate opportunities and support effective decision-making.

VCE prerequisite or corequisite required

Students will have completed, or be currently completing, Units 3 and 4 VCE Economics.

Learning outcomes

At the completion of these units, successful students have the following graduate learning outcomes:

1. Discipline-specific knowledge and capabilities
2. Critical thinking
3. Digital literacy
4. Problem solving
5. Global citizenship

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Written assignment	30%	—
Multiple choice quiz	20%	—
Written examination	50%	—
Multiple choice quiz	—	10%
Written assignment	—	40%
Written examination	—	50%

Related courses

Bachelor of Commerce, Bachelor of Business, Bachelor of Commerce (Economics), Bachelor of Commerce (Finance), Bachelor of Commerce/Bachelor of Laws, Bachelor of Commerce/Bachelor of Business Analytics

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11. Places within this study area are limited and will be allocated in order of highest achieving students.

Proposed delivery arrangements

Both units comprise weekly independent and collaborative learning content (including readings, interactive materials and recorded lectures), supported by a scheduled lecture and seminar each week. Units are delivered online, with recordings of lectures available to support flexible learning.

Requirements

It is expected that you dedicate up to 10 hours of study to each of your enrolled units per week (over a 11 week trimester). 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.

Education
Federation University

Overview

Unit 1 – Learning and Teaching (EDBED1016)

Unit 2 – Child and Adolescent Development and Characteristics (EDBED1017)

Unit 1 This unit is designed to introduce students to the process of teaching and learning, and focuses on educators as reflective inquirers into professional practice. Through processes of observation, planning, organising, monitoring and evaluating a range of teaching/ learning approaches the students, as Pre-Service Teachers (PSTs), will investigate the complex nature of teaching and learning. Pre-Service Teachers will examine and critique the physical, social and intellectual development and characteristics of students and how these may affect their learning. They will develop an understanding of research into how students learn and the implications for teaching.

Unit 2 This unit will provide the opportunity to explore significant aspects of physical, social, psychological and intellectual development and characteristics of children and young people. It considers the social, historical, global and cultural contexts within which children and young people live, and the possible implications for their learning and their world more broadly. Students will inquire into theoretical perspectives and apply contemporary knowledge of those perspectives to strategies for teaching and learning which support inclusive participation, engagement and well-being. Children and young people are presented and positioned as active agents within the contexts of teaching and learning.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

1. Demonstrate knowledge and understanding of research into how students learn, including how the brain attains knowledge to solve problems, and the implications for teaching incorporating why teaching practices must adapt as students become more familiar with subjects.
2. Critically examine the situated, complex nature of learning and the physical, social, intellectual, emotional and cultural factors which may affect students` learning and behaviours.
3. Examine the complex interconnections between learning, pedagogy curriculum, assessment and context.
4. Explore research into the widely varying factors that impact on how students learn, including brain development from childhood to young adult, and the development of executive functions, and the implications these have for learning and for teaching.
5. Explain theoretical perspectives that inform contemporary understandings of the development of children and young people, both in general, and for individual learners specific behaviours and characteristics, and how these may affect learning.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Written Analysis & Teaching Artefact	50%	
Report/Presentation	50%	
Practical Enquiry & Critical Reflection		50%
Case Study		50%

Linked undergraduate qualification

- Bachelor of Education (all Initial Teacher Education specialisations)

Eligibility requirements

Not applicable.

Proposed delivery arrangements

2 hour online tutorials each week. Independent work including readings and learning activities.

Requirements

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

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.

Exercise and Sport Science

Federation University

Overview

Unit 1 – Foundations of Exercise Programming and Prescription (EXSC1802)

Unit 2 – Introduction to Biomechanics (EXSC1701)

Unit 1 This unit provides students with an introduction to theoretical knowledge in the area of exercise and sports science and a basic understanding of the effective practical ways to implement this knowledge through instruction. This unit has an emphasis on training principles, instructional methods and the integration of basic exercise and sport science principles.

Unit 2 This unit introduces students to key biomechanical concepts and terminology, with a focus on understanding the application of biomechanical principles to fundamental movements, sports techniques, recreational and exercise movement activities. This unit includes the examination of linear and angular kinematics and kinetics; fluid mechanics; and some biomechanical analysis techniques.

VCE prerequisite or corequisite required

Students will have completed or be currently studying VCE Units 3 & 4 Physical Education.

Learning outcomes

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

1. Describe and evaluate the components of fitness, and fitness tests, and how they change throughout the lifespan.
2. Describe the principles of exercise, how they relate to exercise training and their role in planning fitness programs.
3. Outline the safety assessments required prior to and during exercise at the participant, equipment and facility level.
4. Describe the scope of scientific inquiry addressed by biomechanics and discuss how the discipline has contributed to advances in technology and improvements in performance.
5. Identify and describe the planes and axes of motion associated with the human body.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Active participation in practical sessions, successfully demonstrating key performance requirements	Hurdle	Hurdle
Individual & Group Instructional Tasks	Y	
Written Report/Project	Y	Y
Test/s	Y	Y

Linked undergraduate qualification

- Bachelor of Exercise and Sport Science

Eligibility requirements

Not applicable.

Proposed delivery arrangements

Weekly 2 hour lecture plus associated reading and learning activities. **There will be 2 or 3 full day practical face-to-face sessions each semester held onsite at CHES**.

Requirements

These subjects have a minimum requirement of (or at least) 80% attendance at classes. Attendance at practical sessions is compulsory.

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.

Future Technologies

Deakin University

Overview

In this study area, you will explore emerging technologies and their role in shaping a sustainable future. You will examine sustainable design principles, develop skills in computer-aided design (CAD), and investigate data capture technologies such as sensors and cyber-physical systems. This study area also introduces key concepts in data analysis, reliability and artificial intelligence, providing a strong foundation for students interested in engineering, technologies or data science.

Unit 1 – Sustainable Design (SET111)

Unit 2 – Introduction to Data Science and Artificial Intelligence (SIT112)

Unit 1 This unit introduces the principles of sustainable design and their application to real-world challenges. You will explore how environmentally responsible solutions are developed using design thinking and digital tools such as computer-aided design (CAD). The unit also examines the role of data capture technologies, including sensors and cyber-physical systems, and how these are used to support sustainable and reliable design outcomes.

Unit 2 This unit introduces the fundamental concepts of data science and artificial intelligence, focusing on how data is used to inform decision-making in real-world contexts. You will learn how to collect, analyse and interpret data, and explore key concepts such as data quality, reliability and ethical use. The unit also provides an introduction to artificial intelligence techniques and their applications across a range of industries.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

At the completion of these units, successful students have the following graduate learning outcomes:

1. Discipline-specific knowledge and capabilities
2. Problem solving
3. Digital literacy
4. Communication
5. Global citizenship
6. Self-management
7. Critical thinking

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Design Portfolio (Part 1)	30%	—
Design Portfolio (Part 2)	40%	—
CAD skills test	30%	—
Learning portfolio	—	100%

Related courses

Bachelor of Engineering (Honours), Bachelor of Engineering (Industry) (Honours), Bachelor of Software Engineering (Honours), Bachelor of Computer Science, Bachelor of Information Technology, Bachelor of Data Science

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11.

Proposed delivery arrangements

Both units comprise weekly independent and collaborative learning content (including readings, interactive materials and videos delivered online), supported by scheduled practical learning experiences. Teaching includes a combination of lectures, workshops and studio-based activities, delivered online.

Requirements

It is expected that you dedicate up to 10 hours of study to each of your enrolled units per week (over a 11 week trimester). 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 prerequisite or corequisite required

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

Learning outcomes

On successful completion of Unit 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. Describe and compare infectious agents, their biological features, epidemiology, disease effects and disease management, using appropriate microbiological terms and scientific concepts.
5. Evaluate the different modes of transmission of infectious agents and the effectiveness of corresponding control and prevention strategies.
6. Analyse factors that can influence the emergence, re-emergence and/or spread of specific infectious diseases.
7. Apply knowledge of different laboratory techniques that are used to isolate and identify microorganisms, and diagnose infectious diseases caused by these microorganisms.
8. Evaluate and interpret results from various diagnostic microbiology techniques.
9. Work collaboratively with peers in a small group to complete an infectious disease case study, including disease diagnosis, treatment options, and prognosis for recovery.

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: One 1.5 hour online workshop per week plus one 1 hour online revision class per fortnight. Lectures delivered asynchronously. Synchronous activities will be scheduled after 4pm where possible.

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

MONASH University

Overview

Unit 1 – The Making of the Modern world, 1750 – Present (ATS1610)

Unit 2 – A world of exchange and encounter, 1050–1750 (ATS1611)

Unit 1 What defines the modern age? In this unit you will explore three hundred years of history shaped by political, cultural, economic and scientific revolutions; expanding and disintegrating empires; periods of war, conflict, and disorder; and the circulation and clash of ideas about race, class, gender, and human relationships with the planet. You will interrogate these universal themes by using primary sources and rich historical literatures to explore focused case studies that span the globe. You will gain both a broad overview of major events and developments in modern history and critical insights into the different meanings of 'modernity'.

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 world from 1050 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 prerequisite or corequisite required

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

Learning outcomes

On successful completion of Unit 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 exercises	35%	—
Essay	30%	35%
Take-home final assessment	25%	—
Primary source reader contribution	—	20%
Public history project (premodern expo)	—	35%
Tutorial participation	10%	10%

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+(75%) average across non-prerequisite/non-corequisite subjects in Year 11.

Proposed 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 delivered HyFlex (online and in person concurrently) at CHES. Assessment for ATS1611 will culminate in a Premodern Expo to be held on campus in Week 12. Students who cannot travel to present their group public history projects in person will be offered a virtual alternative.

Further information

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 – Anatomy & Physiology 1 (ANP1001)

Unit 2 - Anatomy & Physiology 2 (ANP1002)

In **Unit 1** you will be introduced to to human anatomy and physiology – the structure and function of body systems. This will provide the foundation for the study of the major body systems important for regulation, integration and control (nervous and endocrine systems); how the body absorbs and uses nutrients (digestive system including metabolism) plus support and movement (musculoskeletal system).

In **Unit 1**, you will be introduced to the nervous system, endocrine system, digestive system and skeletal and muscular systems, while **Unit 2** will introduce the integumentary, urinary, reproductive, cardiovascular, lymphatic and respiratory systems.

This study will deepen student understanding of the physiological and anatomical principles they may have met with in VCE Biology and Physical Education.

VCE prerequisite or corequisite required

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

Learning outcomes

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

1. Identify and describe the anatomical structure of major body systems (nervous, endocrine, digestive, musculoskeletal, cardiovascular, lymphatic, respiratory, renal, reproductive and integumentary) in everyday life using the appropriate anatomical terminology
2. Explain the function of major body systems (nervous, endocrine, digestive, musculoskeletal, cardiovascular, lymphatic, respiratory, renal, reproductive and integumentary) that sustain homeostasis
3. Analyse and communicate the relationship between structure and function of the body systems (nervous, endocrine, digestive, musculoskeletal, cardiovascular, lymphatic, respiratory, renal, reproductive and integumentary)

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Online quiz	15%	15%
Online viva voce	25%	25%
Video Presentations (x2)	60%	60%

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 consist primarily of asynchronous online content (approx. 2hr per week), with students attending 1 x 2hr workshop (online) and 1 x 1hr online tutorial per week. Synchronous activities will be scheduled after 4pm.

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 – User Centred Design (ITECH1501)

Unit 2 – Foundations of Programming (ITECH1400)

Unit 1 User Centred Design introduces students to the fundamental techniques and strategies involved with design thinking and 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 propose, develop, implement, and evaluate solutions to problems fundamental to the IT industry, aligned with the activities undertaken by Service Designers and other IT occupations. Key to this process is developing confidence, resilience and perseverance in team-based environments and basic IT modelling.

Unit 2 This unit provides students with a basic understanding of the fundamental programming concepts that are inherent in all computer programs. In addition an introduction is given to the principles involved in designing, developing, testing and debugging applications for information systems.

VCE prerequisite or corequisite required

Students will have completed or be currently studying VCE Units 3 & 4 Applied Computing (Software Development) OR VCE VET ICT (Cert III).

Learning outcomes

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

1. Explain, compare, and contrast fundamental strategies for information and communication technology (ICT) problem solving.
2. Describe approaches for requirements gathering including survey, market research, interviewing and observation.
3. Describe tools and techniques to diagrammatically model ICT problems and solutions.
4. Investigate the value of reflection, collaboration, attitude and self-efficacy towards success in problem solving.

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

1. Identify and use the correct syntax of a common programming language.
2. Recall and use typical programming constructs to design and implement simple software solutions, including breaking down problems into manageable parts and setting clear goals.
3. Reproduce and adapt commonly used basic algorithms.
4. Explain the importance of programming style concepts (documentation, mnemonic names, indentation).

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Learning Journal and Practical Exercises	40%	—
Practical Assignments	40%	—
In class Tests	20%	40%
Assignments and Exercises	—	60%

Linked undergraduate qualification

- Bachelor of Information Technology (all streams)

Eligibility requirements

Not applicable

Proposed delivery arrangements

Online weekly workshop (2 hours) and online lectures which are recorded and can be viewed in own time. Self-paced learning tasks also form part of the program.

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.

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 prerequisite or corequisite required

Students will have completed or be concurrently enrolled in Units 3 & 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%	25%
Report/assignment	40%	60%
Examination	45%	—
Oral presentation	—	15%

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. The 2 hour tutorial will be delivered HyFlex (online and in person concurrently) at CHES.

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.

Law

Swinburne University

Overview

Unit 1 – Introduction to Australian Law and Statutory Interpretation (LAW10010)
Unit 2 – Legal Writing (LAW10026)

Unit 1 introduces you to the study of law by critically examining the historical development and fundamentals of the Australian legal system and statutory interpretation. Through the study of cases, statutes and other materials, students acquire comprehensive knowledge and competence in analysing precedent, interpreting legislation, and understanding legal ethics and wellbeing.

Unit 2 introduces you to different styles of legal writing and will develop skills in communicating to both a legal and non-legal audience. You will develop skills and gain experience in the review and critique of legal writing, general legal editing, conducting reference check and ensuring conformity with legal referencing guidelines.

VCE prerequisite or corequisite required

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

Learning outcomes

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

1. Critically evaluate the structure, sources, and key institutions of the Australian legal system and its historical foundations, including the impact on Aboriginal and Torres Strait Islander societies, and the roles of the legislature, executive, and judiciary.
2. Analyse the role of judicial decisions in shaping legal doctrine and explain the role and operation of alternative legal dispute resolution institutions and processes.
3. Conduct legal research to locate and evaluate appropriate legal sources and apply relevant statutory interpretation principles using established interpretive approaches and methods to resolve legal problems.
4. Demonstrate understanding of ethical responsibilities and professional conduct in legal practice and reflect on the application of wellbeing strategies in the study and practice of law.
5. Develop knowledge of the different kinds and styles of legal writing
6. Demonstrate an ability to communicate to both a legal and non-legal audience through different kinds of legal writing
7. Develop and apply skills in legal research including conducting reference checks and ensuring conformity with legal referencing style guides
8. Develop and demonstrate the skills of assessment and evaluation of legal writing through the review and critiques of different kinds of legal writing
9. Develop the ability to critically reflect on own writing and the development of writing ability

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Written Assignment	15%	—
Research Assignment	25%	—
Examination	60%	—
Written assignment	—	10%
Reflective essay	—	20%
Final portfolio	—	70%

Linked undergraduate qualification

- Bachelor of Laws
- Bachelor of Business
- Bachelor of Criminal Justice and Criminology

Eligibility requirements

Not applicable

Proposed delivery arrangements

This course is delivered in a blended mode, with one hour of asynchronous content and three hours of face-to-face content per week over the semester delivered HyFlex through CHES or Swinburne University Richmond campus.

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.

Linguistics and English Language

Monash University

Overview

Unit 1 – Cracking the language code: English and beyond (ATS1338)

Unit 2 – Linguistic structure and language diversity (ATS1339)

Unit 1 Immerse yourself in the world of words! Every day, we're surrounded by an astonishing 100,000 of them. It's no wonder that linguistics—the scientific investigation of language—is an ever-growing field of study. In this unit, we'll focus on English as a window into the languages of the world. We'll dive into the sounds (phonology) and structure of words (morphology), and their meanings (semantics). Plus, we'll investigate how different groups of people use these language features, and how they have shaped language over time. As part of this unit, students will have the opportunity to specialise in Language and Technology, Language Learning, Education and Literacy Development, or Language and the Law. Join us to unravel the mysteries of human language and see how it impacts real life.

Unit 2 There are 7,000+ living languages in the world, each of which have their own structures, communities of users and cultures. In this unit we explore this diversity. Drawing on data from English and a range of other languages, we investigate the grammatical life of words — how they are built (morphology), how they are used to form larger units (syntax), and how this knowledge can be applied to experiences both inside and outside the education setting. As part of this, we explore issues around intercultural communication, multilingualism and multilingual societies, as well as areas such as language and globalisation and language endangerment. We also consider the role of cognitive and cultural constraints in shaping language forms and the processes by which languages develop and change.

VCE prerequisite or corequisite required

Students will have completed or be concurrently enrolled in Units 3 & 4 VCE English language.

Learning outcomes

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

1. **Describe and explain** how the sounds of language work, and how words and sentences are structured in English and other languages, using basic linguistic tools and conventions;
2. **Use linguistic tools to analyse language**, including how sounds, word parts, and sentence patterns work in different languages;
3. **Discuss and reflect on** how language is shaped by social, cultural, cognitive, and ideological factors, including issues related to English as a global language;
4. **Apply your understanding of language** to real-world contexts such as language learning and teaching, language use in society, forensic linguistics, and global communication.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Online Quiz	30%	35%
Exercises	10%	20%
Exercises	35%	10%
Written (essay)	25%	35%

Linked undergraduate qualification

- Bachelor of Arts

Eligibility requirements

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

Proposed delivery arrangements

Each unit will be taught over 13 – 15 classes. These sessions will run weekly for two hours and will be delivered HyFlex (online and in person concurrently) at CHES.

Requirements

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

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.

Management and Law

Deakin University

Overview

In this study area, you will explore how organisations operate within legal frameworks by combining key concepts from management and law. You will develop an understanding of management principles such as decision-making and leadership, alongside examining how laws are created, interpreted and applied in real-world contexts. This study area provides a strong foundation for students interested in business, commerce or law-related careers.

Unit 1 – Managing People and Organisations (MMM132)

Unit 2 – Legal Research and Statutory Interpretation (MLL110)

Unit 1 This unit introduces the fundamental principles of management and how organisations operate in dynamic environments. You will explore key concepts such as planning, decision-making, leadership and organisational structure, and examine how managers respond to internal and external challenges. The unit also considers how management practices are shaped by changing environment.

Unit 2 This unit introduces the foundational skills required for legal study, including legal research, reasoning and statutory interpretation. You will explore how laws are developed and applied within the Australian legal system, examining sources of law such as legislation and common law. The unit also develops your ability to locate, analyse and apply legal information to solve practical problems.

VCE prerequisite or corequisite required

Students will have completed, or be currently completing, Units 3 & 4 VCE Business Management **and** Units 3 & 4 VCE Legal Studies.

Learning outcomes

At the completion of these units, successful students have the following graduate learning outcomes:

1. Discipline-specific knowledge and capabilities
2. Problem solving
3. Communication
4. Critical thinking
5. Digital thinking
6. Teamwork

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Individual essay	15%	—
Online group presentation	20%	—
Individual report	25%	—
Live interview	40%	—
Multiple choice quiz	—	20%
Case analysis	—	30%
Statutory interpretation exercise	—	50%

Related courses

Bachelor of Business, Bachelor of Commerce, Bachelor of Laws, Bachelor of Politics, Philosophy and Economics, Bachelor of Arts/Bachelor of Laws, Bachelor of Commerce/Bachelor of Laws, Bachelor of Property and Real Estate/Bachelor of Laws, Bachelor of Laws/Bachelor of International Studies

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11. Places within this study area are limited and will be allocated in order of highest achieving students.

Delivery arrangements

Both units comprise weekly independent and collaborative learning content (including readings, interactive materials and recorded lectures), supported by a scheduled lecture and seminar each week. Units are delivered in a blended mode, with options to study online or attend classes on campus, with recordings available to support flexible learning.

Requirements

It is expected that you dedicate up to 10 hours of study to each of your enrolled units per week (over a 11 week trimester). 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 prerequisite or corequisite required

One of the following:

- Enrolment in VCE Specialist Mathematics Units 3 & 4 and completion of VCE Mathematical Methods Units 3 & 4 with a study score of at least 37; or
- Enrolment in VCE Mathematical Methods Units 3 & 4 and VCE Specialist Mathematics Units 3 & 4 after completion of VCE Mathematical Methods Units 1 & 2 with at least an A (80%) average and VCE Specialist Mathematics Units 1 & 2 with at least a B+ (75%) 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

Have at least a B+ (75%) average across non-prerequisite/ non-corequisite subjects in Year 11.

Proposed delivery arrangements

Each unit will be taught over 13 – 15 classes. These sessions will run weekly for two hours and will be delivered HyFlex at CHES.

Requirements

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

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.

Maths and Analysis

Federation University

Overview

Unit 1 – Statistical Methods (STATS1000)

Unit 2 – Applied Mathematics 2 (MATHS2100)

Unit 1 This unit 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 unit aims to offer students from diverse backgrounds an introduction to the use of mathematical methods applicable to business, industry, engineering and science. The unit introduces students to the concepts and techniques of linear algebra and linear programming which have applications in various fields. In addition, an introduction to statistics with applications is considered.

VCE prerequisite or corequisite required

Students will have completed or be currently studying VCE Units 3 & 4 Specialist Maths.

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. Perform operations on vectors and matrices.
2. Solve systems of linear equations.
3. Solve constrained optimisation problems using linear programming.
4. Utilise appropriate software to assist in the solution and investigation of problems.
5. Apply statistical techniques to investigate problems in science and engineering.
6. Formulate basic problems in science and engineering as mathematical problems using concepts from linear algebra and linear programming.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Computer Worksheets	20%	—
Assignments	30%	30%
Project and Presentation	—	30%
Test	50%	40%

Linked undergraduate qualification

- Bachelor of Engineering (all streams)

Eligibility requirements

Not applicable

Proposed delivery arrangements

Online, self-paced delivery. There is a weekly online class, held in the evenings after 4pm.

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.

Nursing
Federation University

Overview

Unit 1 – Introduction to the Nursing Profession (NURBN1101)

Unit 2 – Indigenous health and cultural safety in healthcare practice (NURBN1106)

Unit 1 This unit introduces students to the foundational frameworks that guide nursing practice in Australia, including professional standards, ethical and legal responsibilities, consumer rights and the strength-based nursing framework. It explores the role of the nurse within the interprofessional healthcare setting and focuses on the development of therapeutic and professional communication as fundamental skills in delivering safe, person-centred care.

Unit 2 This unit prepares nursing and midwifery students to provide culturally safe, respectful, and responsive care to Aboriginal and Torres Strait Islander peoples. Guided by the Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework, the unit is structured around four key themes: Cultural Safety, History and Diversity, Partnerships, and Clinical Practice.

Students will explore the diversity, strength, and resilience of the world's oldest living cultures, while critically reflecting on their own cultural identity, values, assumptions, and privileges. Emphasis is placed on building genuine partnerships, promoting health equity, and delivering strengths-based, person-centred care that supports the self-determination and wellbeing of Aboriginal and Torres Strait Islander peoples.

VCE prerequisite or corequisite required

Students will have completed or be currently studying VCE Units 3 & 4 Health & Human Development or VCE VET Health (Cert III)

Learning outcomes

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

1. Identify the role and responsibilities of nurses within the Australian healthcare system, and the relationship to the intra and interprofessional healthcare team.
2. Examine foundational frameworks that underpins professional practice, particularly in strengths-based nursing and person-centred care.
3. Explore the ethical, professional and legal issues that underpin professional nursing practice in Australia.
4. Identify and examine cultural awareness, sensitivity, safety, and competence in relation to cultural determinants of health.
5. Describe the historical, political, cultural, social, and economic factors that influence the health and wellbeing of Aboriginal and Torres Strait Islander peoples.

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Oral Presentation & Written Reflection	40%	—
Group Presentation	40%	50%
Quiz	20%	—
Written Reflection	—	50%

Linked undergraduate qualification

- Bachelor of Nursing
- Bachelor of Nursing/Bachelor of Midwifery

Eligibility requirements

Not applicable.

Proposed delivery arrangements

Weekly online lecture and tutorial. Independent weekly learning (readings, activities, audio-visual resources, online forums, quizzes.)

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.

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 prerequisite or corequisite required

One of the following:

- Completion of VCE Physics Units 3 & 4 and VCE Mathematical Methods Units 3 & 4 with study scores of at least 37; or
- Enrolment in VCE Physics Units 3 & 4 and VCE Mathematical Methods Units 3 & 4 after completion of VCE Physics Units 1 & 2 and VCE Mathematical Methods Units 1 & 2 with at least A (80%) 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, electromagnetism, fluids, radioactivity 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

Have at least a B+ (75%) average across non-prerequisite/ non-corequisite subjects in Year 11.

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 Units 3 & 4 Physics, and VCE Units 3 & 4 Mathematical Methods or Specialist Mathematics.

Proposed delivery arrangements

- Each unit consists of 1 x two hour lecture per week; delivered HyFlex at University of Melbourne Parkville campus.
- 1 x one hour online homework per week;
- 15 hours of practical work (6 x 2.5 hour laboratory sessions) held onsite during the school holidays at University of Melbourne Parkville campus..

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). To be confirmed at the beginning of 2027.

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 prerequisite or corequisite required

Not applicable.

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

Not applicable.

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.

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.

Psychological Science

Deakin University

Overview

In this study area you'll explore the roots of human behaviour and examine how we develop, adapt and function as individuals in a social world. You'll learn about key psychological concepts, personality, mental health and the biological and environmental influences that shape us, providing a strong foundation for future study in psychology.

Unit 1 - Introduction to Psychology: Human Behaviour (HPS111)

Unit 2 - Introduction to Psychology: Individual and Social Development (HPS121)

Unit 1 This unit explores the fundamental principles underpinning the study of human psychology. As such, it will cover the definition and scope of the discipline of psychology; the primitive roots of our behaviour; the neurological structures and processes that are responsible for our mental life; and the important elements in our adapting to the world as individuals such as learning and intelligence.

Unit 2 This unit focuses on the science of the human individual in context. Different theoretical perspectives of psychological concepts relating to how we function as individuals in a social world are contrasted and evaluated throughout the unit.

VCE prerequisite or corequisite required

Students will have completed Units 3 & 4 VCE Psychology.

Learning outcomes

At the completion of these units, successful students have the following graduate learning outcomes:

1. Discipline-specific knowledge and capabilities
2. Critical thinking
3. Global citizenship
4. Digital literacy
5. Self-management
6. Communication
7. Problem solving

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Research annotation	35%	—
Peer review	15%	—
Project	50%	—
Lab report	—	35%
Lab report	—	35%
End of unit assessment	—	30%

Related courses

Bachelor of Arts (Psychology), Bachelor of Exercise and Sport Science, Bachelor of Exercise and Sports Science - Advanced (Honours). Bachelor of Health Sciences, Bachelor of Human Resource Management (Psychology), Bachelor of Marketing (Psychology), Bachelor of Occupational Therapy, Bachelor of Psychological Science, Bachelor of Psychology (Honours), Bachelor of Social Work, Bachelor of Criminology/Bachelor of Psychological Science, Bachelor of Nursing/Bachelor of Psychological Science

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11. Places within this study area are limited and will be allocated in order of highest achieving students.

Delivery arrangements

Both units comprise of weekly independent and collaborative learning content (including but not limited to: readings, interactive content and videos delivered online) as well as a weekly online seminar and lecture per trimester.

Requirements

It is expected that you dedicate up to 10 hours of study to each of your enrolled units per week (over a 11 week trimester). 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
Federation University

Overview

Unit 1 – Introductory Psychology A (PSYCB1101)

Unit 2 – Introductory Psychology B (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 units 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 prerequisite or corequisite required

Students will have completed Units 3 & 4 VCE 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(s)	45%	45%

Linked undergraduate qualification

- Bachelor of Psychological Science

Eligibility requirements

Not applicable.

Proposed 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.

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 the psychological concepts, theories and neural mechanisms that explain how we sense, perceive, learn, think and remember. Students are introduced to the research methods used in psychology for answering questions and solving problems related to human behaviour.

Unit 2 Mind, Brain and Behaviour 2 focuses on the development of the individual and their interaction with their environment and considers what the consequences are, both when this interaction proceeds smoothly and when it does not proceed smoothly. An understanding of some basic issues in human development is complemented with an examination of the nature and development of personality and human interaction in social groups and cultural settings.

VCE prerequisite or corequisite required

One of the following:

- Completion of VCE Psychology Units 3 & 4 with a study score of at least 37; or
- Enrolment in VCE Psychology Units 3 & 4 after completion of VCE Psychology Units 1 & 2 with at least an A (80%) average.

Learning outcomes

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

- Describe some core theories, models and empirical findings that underpin psychological scholarship.
- Describe, analyse, and interpret psychological data.
- Apply assessment criteria to evaluate the quality of reasoning and argumentation.
- Collaborate effectively within a team to develop a research proposal to investigate a psychological research question.
- Provide constructive feedback to peers about the quality of reasoning and argumentation.
- Critically engaging with competing and complementary perspectives of wellbeing.
- Report writing as it applies to the study of psychology;
- Develop the ability to combine critical evaluation of psychological literature, with research design and data analysis skills to communicate the outcomes of a psychological investigation;
- Understand the importance of individual differences within and between different cultural groups in designing appropriate psychological research.

Linked undergraduate qualification

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

Indicative assessments

Assessment type	Unit 1	Unit 2
Laboratory report/assignment (1500 words total)	—	40%
Multiple-choice examination	—	55%
Online hurdle module (500 words equivalent)	—	—
Individual written assessment (1200 words)	35%	—
Team-based project	10%	—
Multiple-choice examination	50%	—
Research participation (Up to 5 hours)	5%	5%

Eligibility requirements

Have at least a B+ (75%) average across non-prerequisite/ non-corequisite subjects in Year 11.

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 to12 in each semester hyflex from CHES.
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.

Public Relations

Deakin University

Overview

Master reputation management and learn to inspire trust with Deakin's public relations courses. Learn from industry-leading practitioners and develop the valuable hands-on experience you need to excel in your career. This is a great choice if you are interested in pursuing a degree and career in Communication and Public Relations following Year 12.

Unit 1 – Introduction to Public Relations (ALR103)

Unit 2 – Strategic Communication and Writing (ALR104)

Unit 1 The unit focuses on how businesses, non-profits, and governments use public relations to solve communication problems, find opportunities, and forge successful relationships with internal and external stakeholders, target publics and audiences. You will also learn how to research, and plan, and write a simple public relations campaign.

Unit 2 This unit develops foundation skills and knowledge required for understanding public relations as a strategic and communications function within organisations. Students will learn how to conduct effective research to solve public relations problems and develop written tactics for traditional and new media channels that encourage mutual understanding between organisations and their publics.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

At the completion of these units, successful students have the following graduate learning outcomes:

1. Discipline-specific knowledge and capabilities
2. Communication
3. Critical thinking
4. Digital literacy
5. Problem solving

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Research and writing exercises	30%	—
Planning project	50%	—
Online exercises	20%	—
Quiz	—	20%
Group project	—	40%
Portfolio	—	40%

Related courses

Bachelor of Arts, Bachelor of Communication, Bachelor of Arts/Bachelor of Information Technology, Bachelor of Arts/Bachelor of Science, Bachelor of Arts/Bachelor of Laws, Bachelor of Business/Bachelor of Arts, Bachelor of Commerce/Bachelor of Arts, Bachelor of Commerce/Bachelor of Communication, Bachelor of Health Sciences/Bachelor of Arts

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11.

Delivery arrangements

Both units comprise of weekly independent and collaborative learning content (including but not limited to: readings, interactive content and videos delivered online) as well as a weekly online seminar and lecture in trimester 1, and a fortnightly lecture and weekly seminar in trimester 2.

Requirements

It is expected that you dedicate up to 10 hours of study to each of your enrolled units per week (over a 11 week trimester). 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.

Robotics and Data Science

Deakin University

Overview

Unit 1 – Robotics Studio (SIT122)

Unit 2 – Introduction to Data Science and Artificial Intelligence (SIT112)

Unit 1 This unit introduces students to the foundations of robotics programming through practical exploration and problem solving using Nao robots. Students will develop programming, computational thinking and teamwork skills while learning how robotic systems interact with real-world environments.

Unit 2 This unit introduces students to the foundations of data science and artificial intelligence. Students will learn about data capture protocols, data analysis techniques and data visualisation methods, while exploring how artificial intelligence and machine learning are applied across industries and everyday life.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

At the completion of these units, successful students have the following graduate learning outcomes:

1. Discipline-specific knowledge and capabilities
2. Digital literacy
3. Critical thinking
4. Problem solving
5. Communication

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Learning portfolio	100%	100%

Related courses

Bachelor of Artificial Intelligence, Bachelor of Artificial Intelligence (Honours), Bachelor of Computer Science, Bachelor of Computer Science (Honours), Bachelor of Information Technology, Bachelor of Software Engineering (Honours), Bachelor of Data Science, Bachelor of Data Science (Honours)

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11.

Delivery arrangements

Both units comprise of weekly independent and collaborative learning content (including but not limited to: readings, interactive content and videos delivered online) as well as scheduled seminars, workshops and practical learning activities each week delivered online.

Requirements

It is expected that you dedicate up to 10 hours of study to each of your enrolled units per week (over a 11 week trimester). 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.

Science

Deakin University

Overview

Unit 1 – Essential Skills in Science (SLE115)

Unit 2 – Physics for the Life Sciences (SLE123)

Unit 1 This unit introduces students to the foundational academic and practical skills required for university-level science study. Students will develop skills in scientific writing, data analysis, problem solving and mathematical concepts used across scientific disciplines. The unit also introduces laboratory and professional practices relevant to contemporary science and biomedical science.

Unit 2 This unit explores key physics concepts and their application to biology, biomedical science and the life sciences. Students will examine motion, energy, electricity and waves while developing an understanding of how physics underpins biological systems and medical technologies. The unit also develops analytical and quantitative problem-solving skills relevant to scientific study.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

1. Discipline-specific knowledge and capabilities
2. Critical thinking
3. Problem solving
4. Digital literacy
5. Communication
6. Self-management

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Ethics Quiz	8%	—
Individual and group task	36%	—
Maths & Stats test	18%	—
Careers Report	20%	—
End-of-Unit Assessment	18%	—
Assessment 1 Quizzes	—	30%
Experimental demonstration (group)	—	45%
End-of-Unit Assessment	—	25%

Linked undergraduate qualification

- Bachelor of Science
- Bachelor of Biomedical Science

Eligibility requirements

Students are required to have at least a 65% grade average across all subjects in Year 11.

Delivery arrangements

Both units comprise of weekly independent and collaborative learning content (including but not limited to: readings, interactive content and videos delivered online) as well as scheduled seminars, lectures and practical learning activities each week delievered online.

Requirements

It is expected that you dedicate up to 10 hours of study to each of your enrolled units per week (over a 11 week trimester). 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.

Social and Community Services
Federation University

Overview

Unit 1 – The Sociological Imagination (BASOC1001)

Unit 2 – Introduction to First Nations People of Australia (BAIND1002)

Unit 1 This unit provides an introduction to sociological thinking, linking personal and public issues. This unit will focus on topics such as gender, class, ethnicity, youth and relationships to explore social interactions and inequalities. Students will reflect on their own positions in society.

Unit 2 This unit invites students to explore an Indigenous discovery into Country, Community and Connectedness. The unit is grounded in Indigenous Knowledges and recognises the Indigenous Country, Elders, Ancestors and Dreaming who inform our learning on Country. The unit brings students into an everywhen of belonging and asks for Dadirri (deep listening) and the practice of Kanyini (to live from the heart and in love) as we remember the everywhen that is an Australian Indigenous world. Rather than working through linear weeks, our unit embraces nodes and connections, visiting interconnected Country informed by Dreaming, Dadirri, Language and Lore. Students will explore inspirational literacies to make meaning while yarning on Country and sharing art and creation with community. By the time students share artworks with community we will have developed an introductory interconnected understanding of Indigenous Knowledges, supporting all enrolled to feel Country in a way that allows an openness and an appreciation for Indigenous ways. This unit will bring participants back into Dreaming; when studying other Indigenous Studies Units; lessons will continue to evolve, and connections will further be made through this experience.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

1. Apply sociological thinking as a way of developing a critical understanding of social issues.
2. Identify and critique inequalities in society.
3. Identify elements of an approach to sociology based on sociological theory.
4. Express critical understandings of issues such as place, gender, inequality, youth and race and ethnicity.

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

1. Examine key concepts, theories, issues and ways of thinking and knowing in the field of Indigenous Studies.
2. Develop skills in decolonised research and communication, including academic writing and referencing.
3. Apply relevant decolonised conceptual, theoretical and creative frameworks to the way Indigenous Peoples connect and share their world.
4. Communicate an understanding of key Indigenous ways of Knowing, Being and Doing at an introductory level.

Indicative assessments

Assessment type	Unit 1	Unit 2
Weekly Moodle Tasks	40%	—
Annotated Bibliography	25%	—
Major Essay	35%	—
Reflection	—	25%
Storying in yarning circles	—	35%
Journal and creative output	—	40%

Linked undergraduate qualification

- Bachelor of Arts
- Bachelor of Community and Human Services
- Bachelor of Social Work

Eligibility requirements

Not applicable.

Proposed delivery arrangements

Weekly online lecture and tutorial. Independent and self-paced engagement with preparatory materials (readings, activities, audio-visual resources).

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.

Space Industry

Swinburne University

Overview

Unit 1 – Space policy, law & the New Space Economy (LAW10027)

Unit 2 – Your Career in the Space Sector (AER10001)

Unit 1 provides you with a foundational understanding of the policy, regulatory and legal frameworks relevant to space operations in Australasia and an understanding of what factors shape current and future space activities.

Unit 2 provides you with an understanding of the different types of end-user Australian space applications such as research, communications and defence and recognise the importance of collaboration at the domestic and international level.

VCE prerequisite or corequisite required

Not applicable.

Learning outcomes

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

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

Indicative assessments		
Assessment type	**Unit 1**	**Unit 2**
Online Quiz(zes)	15%	30%
Online Discussion	—	20%
Portfolio	85%	50%

Linked undergraduate qualification

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

Eligibility requirements

Not applicable

Delivery arrangements

This course is delivered online, with 12 x 2-hour lectures/ workshops and invitation to participate in Swinburne Youth Space Innovation Challenge (1 day during Winter school holidays).

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.

University	Course	Units	VCE Prerequisites/Corequisites
La Trobe University	**Agriculture**	Unit 1 - Agriculture and Food Security (AGR1001) Unit 2 - Agribusiness Management (MGT1AGM)	None
Federation University	**Anatomy & Physiology**	Unit 1 – Anatomy and Physiology for Human Movement 1 (EXSC1801) Unit 2 – Anatomy and Physiology for Human Movement 2 (EXSC1803)	Completed or concurrently studying Units 3/4 Physical Education or Units 3/4 Biology
Swinburne University	**Artificial Intelligence in Organisations**	Unit 1 – Business Artificial Intelligence Project (INF10028) Unit 2 – Artificial Intelligence Business Strategy and Transformation (INF20033)	None
Monash University	**Astronomy**	Unit 1 - Earth to Cosmos (ASP1010) Unit 2 - Life in the Universe: Astrobiology (ASP1022)	None
Federation University	**Biological Science**	Unit 1 – Principles of Biology (SCBIO1001) Unit 2 – Systems Biology (SCBIO1020)	Completed Units 3/4 Biology
Federation University	**Business**	Unit 1 – Introduction to Management (BUMGT1100) Unit 2 – Introduction to Marketing (BUMKT1200)	Completed or concurrently studying Units 3/4 Business Management
Monash University	**Climate Change**	Unit 1 - Climate Change: A Wicked Problem (CLI1100) Unit 2 - Climate Change: Impacts and Adaptations (CLI1200)	None
Deakin University	**Criminology**	Unit 1 - Introducing Crime and Criminology (ACR101) Unit 2 - Introducing Crime and Criminal Justice (ACR102)	None
La Trobe University	**Criminology**	Unit 1 – Justice and Society (LAW1001) Unit 2 – Media and Crime (LCR1002)	None
Monash University	**Criminology**	Unit 1 – Understanding Crime (ATS1421) Unit 2 – Criminal Justice in Practice (ATS1423)	Completed or concurrently studying Units 3/4 Legal Studies
Federation University	**Criminology & Criminal Justice**	Unit 1 – Crime in Contemporary Contexts (CRJUS1286) Unit 2 – Explanations of Crime (CRJUS1287)	None
Swinburne University	**Design History, Design and Society**	Unit 1 – Twentieth Century Design (DDD10001) Unit 2 – Contemporary Design Issues (DDD20004)	None
Deakin University	**Disability, Diversity and Inclusion**	Unit 1 – Communication and Diversity (HDS101) Unit 2 – Diversity, Disability and Social Inclusion (HDS106)	None
Deakin University	**Economics and Finance**	Unit 1 – Management (MMM132) Unit 2 – Legal Research and Statutory Interpretation (MLL110)	Completed or concurrently studying Units 3/4 Economics
Federation University	**Education**	Unit 1 – Learning and Teaching (EDBED1016) Unit 2 – Child and Adolescent Development and Characteristics (EDBED1017)	None
Federation University	**Exercise and Sport Science**	Unit 1 – Foundations of Exercise Programming and Prescription (EXSC1802) Unit 2 – Introduction to Biomechanics (EXSC1701)	Completed or concurrently studying Units 3/4 Physical Education
Deakin University	**Future Technologies**	Unit 1 – Sustainable Design (SET111) Unit 2 – Introduction to Data Science and Artificial Intelligence (SIT112)	None
La Trobe University	**Health Science**	Unit 1 - Anatomy & Physiology 1 (ANP1001) Unit 2 - Anatomy & Physiology 2 (ANP1002)	Completed or concurrently studying Units 3/4 Biology
Monash University	**History**	Unit 1 – The Making of the Modern World, 1750 – Present (ATS1610) Unit 2 – A World of Exchange and Encounter, 1050–1750 (ATS1611)	Completed or concurrently studying Units 3/4 History

University	Course	Units	VCE Prerequisites/Corequisites
La Trobe University	**Human Biosciences**	Unit 1 - Human Biosciences A (HBS1HBA) Unit 2 - Human Biosciences B (HBS1HBB)	Completed or concurrently studying Units 3/4 Biology or Units 3/4 Physical Education
Federation University	**Information Technology**	Unit 1 – User Centred Design (ITECH1501) Unit 2 – Foundations of Programming (ITECH1400)	Completed or concurrently studying Units 3/4 Applied Computing (Software Development) or VCE VET ICT (Cert III)
La Trobe University	**Law**	Unit 1 – Legal Institutions and Methods (LAW1LIM) Unit 2 – Principles of Public Law (LAW1PPL)	Completed or concurrently studying Units 3/4 Legal Studies
Swinburne University	**Law**	Unit 1 – Introduction to Australian Law and Statutory Interpretation (LAW10010) Unit 2 – Legal Writing (LAW10026)	Completed or concurrently studying Units 3/4 Legal Studies
Monash University	**Linguistics and English Language**	Unit 1 – ATS1338 Cracking the Language Code: English and Beyond Unit 2 – ATS1339 Linguistic Structure and Language Diversity	Completed or concurrently studying Units 3/4 English Language
Deakin University	**Management and Law**	Unit 1 – - Managing People and Organisations (MMM132) Unit 2 – - Legal Research and Statutory Interpretation (MLL110)	Completed or concurrently studying Units 3/4 Business Management **and** Units 3/4 Legal Studies
University of Melbourne	**Mathematics**	Unit 1 – Linear Algebra Extension Studies (MAST10018) Unit 2 – Calculus Extension Studies (MAST10019)	Completed Units 3/4 Maths Methods with a study score of at least 37 and enrolled in Units 3/4 Specialist Maths; or concurrently studying Units 3/4 Maths Methods and Units 3/4 Specialist Maths after completing Units 1/2 Maths Methods with at least an A (80%) and Units 1/2 General Maths (Specialist Mathematics orientation) with at least a B+ (75%) average.
Federation University	**Maths and Analysis**	Unit 1 – Statistical Methods (STATS1000) Unit 2 – Applied Mathematics 2 (MATHS2100)	Completed or concurrently studying Units 3/4 Specialist Maths
Federation University	**Nursing**	Unit 1 – Introduction to the Nursing Profession (NURBN1101) Unit 2 – Indigenous Health and Cultural Safety in Healthcare Practice (NURBN1106)	Completed or concurrently studying Units 3/4 Health & Human Development or VCE VET Health (Cert III)
University of Melbourne	**Physics**	Unit 1 – Physics 1 (PHYC10003) Unit 2 – Physics 2: Physical Science and Technology (PHYC10004)	Completed Units 3/4 Physics and Units 3/4 Maths Methods with study scores of at least 37; or concurrently studying Units 3/4 Physics and Units 3/4 Maths Methods after completing Units 1/2 Physics and Units 1/2 Maths Methods with at least an A (80%) average.
La Trobe University	**Politics, Philosophy and Economics**	Unit 1 – Politics, Philosophy and Economics (POL1PPE) Unit 2 – Critical Thinking and Innovation (PHI1CTO)	None
Deakin University	**Psychological Science**	Unit 1 – Introduction to Psychology: Human Behaviour (HPS111) Unit 2 – Introduction to Psychology: Individual and Social Development (HPS121)	Completed Units 3/4 Psychology
Federation University	**Psychological Science**	Unit 1 – Introductory Psychology A (PSYCB1101) Unit 2 – Introductory Psychology B (PSYCB1102)	Completed Units 3/4 Psychology
University of Melbourne	**Psychology**	Unit 1 – Mind, Brain and Behaviour 1 (PSYC10003) Unit 2 – Mind, Brain and Behaviour 2 (PSYC10004)	Completed Units 3/4 Psychology with a study score of at least 37; or concurrently studying Units 3/4 Psychology after completion of Units 1/2 Psychology with at least A (80%) average
Deakin University	**Public Relations**	Unit 1 – Introduction to Public Relations (ALR103) Unit 2 – Strategic Communication and Writing (ALR104)	None
Deakin University	**Robotics and Data Science**	Unit 1 – Robotics Studio (SIT122) Unit 2 – Introduction to Data Science and Artificial Intelligence (SIT112)	None
Deakin University	**Science**	Unit 1 – Essential Skills in Science (SLE115) Unit 2 – Physics for the Life Sciences (SLE123)	None
Federation University	**Social and Community Services**	Unit 1 – The Sociological Imagination (BASOC1001) Unit 2 – Introduction to First Nations People of Australia (BAIND1002)	None
Swinburne University	**Space Industry**	Unit 1 – Space Policy, Law & the New Space Economy (LAW10027) Unit 2 – Your Career in the Space Sector (AER10001)	None