

Third semester manual
Joint Master's Programme in
International Humanitarian Action

Deakin University
Location: Melbourne,
Australia

Regional specialisation
Semester 3

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1. Third semester regional training learning outcomes

In conformity with the learning outcomes set out by the NOHA network, by the end of the regional training, the student:

- Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.
- Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action grounded in the humanitarian principles and values, translating these in innovative, practical terms to policies, strategies and programme management.
- Takes responsibility for specifying clear ethical standards informed by the humanitarian principles, values and professional codes of conduct.
- Applies innovatively and strategically correct the humanitarian principles and standards to dilemmas in complex and insecure contexts.
- Has highly specialised knowledge and a critical understanding of humanitarian concepts and theories.
- Has innovative expertise on a particular current theme in humanitarian action with an interdisciplinary understanding in terms of its political, legal, anthropological, public health and management aspects."
- Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises and interventions on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.
- Has demonstrated the ability to position one's own research findings in the broader context of humanitarian action. Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in humanitarian action."
- Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency contexts in terms of personal and social implications and foreseeable harm by humanitarian interventions.
- Acts firmly and appropriately in insecure situations according to the security rules, taking into account advice from security sources and other stakeholders.
- Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for decision making in terms of operative context, possible effects and risks and the best way for successful implementation of strategic decisions.
- Has demonstrated the ability to act on decisions made.
- Has adopted a reflective practice analysing personal learning goals and ways to achieve them.
- Stimulates the involvement and development of team members and partners to achieve a successful humanitarian project.
- Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition, and a thorough understanding of the importance of coordination between different levels in the humanitarian system.
- Has demonstrated the ability to listen to beneficiaries and stakeholders and taking into account their considerations, communicate humanitarian expertise and research findings in a structured, intelligible way to specialists and non-specialists in a multi-cultural humanitarian setting.
- Has the ability to cultivate relations of sensitive respect in terms of cultural and gender diversity and to cooperate in a quest for mutual benefit or compromise."
- Involves partners and team members in different levels of decision-making and acts responsible and accountable concerning own decisions.
- Actively contributes to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects in an effort to achieve the common goal.
- Has highly specialised knowledge and critical understanding of the impact of various humanitarian action interventions on the needs and rights of crisis-affected people and their interaction with interests of relevant actors in a certain professional regional context.
- Specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in a certain regional context toward relevant, evidence-based solutions for effective response.
- Learns from past experiences, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments.

2. Overview of semester offered to NOHA student

Semester 3/2020-2022	Jul – Oct 2021 or Nov 2021 – 5 Feb 2022
• 4 modules	30 ECTS
or	
• 2 modules	15 ECTS
• internship	15 ECTS

The participating students from NOHA universities will register as non-award students at Deakin for one academic trimester, either during the second (July-October) or the third (November-February) trimester. Each of the courses is valued 1 Deakin credit (7.5 ECTS), thus the students can participate in 4 different courses during the trimester. Alternatively, the students can undertake an internship (2 Deakin credits) and 2 different courses from the available pool. However, note that Deakin cannot guarantee an internship placement.

Terminology regarding modes of delivery: on-campus is a unit taught at Deakin University's Burwood campus in Melbourne. Cloud is a unit delivered online via either CloudDeakin or FutureLearn platforms. NOHA suggests that you choose campus courses as the first alternative with campus and online Cloud as second alternative. Online courses will add flexibility for those students who want to pursue an internship.

The courses available in each of the trimesters:

Second trimester (July-October)		
No.	Name	ECTS
<i>Core units available:</i>		
1.	Applied Humanitarian Assistance: From Theory to Practice [campus intensive]	7.5
2.	Fundamentals of Humanitarian Management [campus or online]	7.5
3.	The Humanitarian World [online]	7.5
4.	Management of Humanitarian Health Programmes (online)	7.5
5.	Evidence and Decision Making in Humanitarian Action (online)	7.5
<i>Electives available:</i>		
6.	Humanitarian Settlement [campus or online]	7.5
7.	Principles and Practice of Public Health [campus or online]	7.5
8.	Health and Social Impact Assessment [campus intensive]	7.5
9.	Health Equity and Human Rights [campus or online]	7.5
10.	Internship (cannot be guaranteed)	15.0

Third trimester (November-February)		
No.	Name	ECTS
<i>Core units available:</i>		
1.	Project and Financial Management in Humanitarian Contexts [campus intensive]	7.5
3.	The Humanitarian World [campus or online]	7.5
<i>Electives available:</i>		
4.	Humanitarian – Development Nexus (online)	7.5
5.	Internship (cannot be guaranteed)	15.0

Please note that there may be minor changes in the modules presented above according to revisions made by the partner university to adjust the curriculum to the future academic calendars.

3. Introduction to the university

With over 40 years of experience as one of Australia’s leading tertiary education providers, **Deakin University** won numerous awards and teaches over 53,000 students each year. We offer our students world-class programs and endless opportunities.

Deakin is known as a globally connected university, with five popular campuses – including an online Cloud Campus – and technology-rich learning centres across outer metropolitan Melbourne. With internationally recognised quality of research and teaching, Deakin ranked 213 in the prestigious Academic Ranking of World Universities (ARWU) putting Deakin in the top 2% of the world’s universities.

At the **Centre for Humanitarian Leadership**, researchers and students are working towards addressing some of humanity’s biggest challenges. Through teaching, research, policy development and innovation for the humanitarian sector the Centre strives to better serve communities affected by crisis with more responsive, efficient and relevant actions. The Centre aims to transform the way the humanitarian workforce is led, how humanitarian organisations operate, and challenging current approaches to humanitarian crisis response. The Centre is a collaboration between Deakin and Save the Children Australia.

Deakin’s Centre for Humanitarian Leadership offers a programme and individual courses that are very well aligned with the NOHA programmes aims and set up. The Centre is built on a close collaboration between academia and humanitarian organizations to provide highly relevant higher education. In addition, Deakin adds special competence about the south Asian and Oceanian humanitarian context.

4. Contact information

University contact details	Focal person	Academic coordinator	Student coordinator
Deakin University (Australia) Centre for Humanitarian Leadership School of Humanities and Social Sciences 221 Burwood Hwy, Burwood, VIC, Australia 3125 http://centreforhumanitarianleadership.org http://deakin.edu.au	Prof Phil Connors Director - Centre for Humanitarian Leadership, Course Director - Master of Humanitarian Assistance Email: phil@cfl.org.au Tel: +61 (3) 92517111	Prof Phil Connors Director - Centre for Humanitarian Leadership, Course Director - Master of Humanitarian Assistance Email: phil@cfl.org.au Tel: +61 (3) 92517111	Eason Liu Global Student Mobility Officer Deakin Abroad Deakin International Email: deakin-inbound-sae@deakin.edu.au Tel. +61 (3) 5227 8576

5. Detailed core units (courses) descriptions

5.1. Applied Humanitarian Assistance: From Theory to Practice

Module coordinator/Lecturer:	Daniel McAvoy
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Deakin University Burwood campus intensive

5.1.1. General course description

This unit consists of an intensive campus-based module that introduces key issues in humanitarian contexts. While these issues will inevitably change over time, the unit will address current and emerging issues that are affecting humanitarian responses. The located intensive learning will include visits to local case study areas to explore implementation, political, geographic, organisational, and power issues involved in humanitarian and emergency responses to complex disaster situations. Students will also be introduced to international case studies of humanitarian responses and the contexts in which they occur.

The second aspect to this unit will be delivered via Cloud (online) and include the use of virtual case studies to examine the issues of disaster preparedness and the Disaster Risk Management Cycle (DRMC) across different physical and cultural contexts. We will also examine the role of different stakeholders in pre-disaster and post-disaster phases and how community development principles can inform and strengthen the processes involved. Further, we will explore the role of the media in disasters and emergency response. Finally, the role of response coordination processes will be critically analysed to strengthen understandings of the importance of including all stakeholders including local communities to achieve the best outcomes possible in all phases.

5.1.2. Learning outcomes

At the completion of this unit, successful students can:

ULO1: As a team, analyse and synthesize information on humanitarian needs and context from a simulated emergency scenario and be able to develop and communicate key operational and strategic issues to donors, government, community and media using written, personal and digital means.

ULO2: Demonstrate critical and strategic thinking to inform and influence humanitarian practice taking into account sector policies, dynamics, dilemmas and principles of best practice.

ULO3: Self-reflect and evaluate your role and contribution as an individual and team member throughout the unit and in particular during the team scenario task of conducting an assessment of humanitarian need and developing an appropriate strategic response plan.

5.1.3. Teaching & learning methodology

All students are required to attend a 5-day intensive (8 hours per day) at Burwood (Melbourne) and will also be required to complete 18 hours of self-paced preparatory work in the three weeks prior to the intensive.

Intensive located learning will engage students through visits to local case study sites, guest speakers from the Humanitarian and Emergency Management sectors, classes and seminars. This unit will also engage students in enhanced online presence through CloudDeakin. Students will undertake online exercises, case studies, virtual simulations, cloud concept presentations and student-led discussions.

5.1.4. Assessment methods and criteria

Journal 30%, 1500 words
Literature Review, 30%, 1500 words
Group Assignment, 40%, 2000 words

5.2. Fundamentals of Humanitarian Management

Module coordinator/Lecturer:	Nazanin Zadeh-Cummings
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Deakin University Burwood campus or online

5.2.1. General course description

This unit explores specific issues and challenges faced by humanitarian organisations and managers operating in humanitarian contexts. Topics examined include: the discourse of 'professionalisation' in the sector and its implications for education, training and capacity-building of workers and volunteers in the humanitarian sector; aid worker resilience, well-being and self-management; organisational change, learning and innovation; issues related to operational management in the field; people-management in the humanitarian sector; and safety and security of humanitarian workers. Topics will be explored through the use of case studies to highlight the importance of building trust, communication, accountability, decision-making, coordination and teamwork when working in complex humanitarian emergencies.

5.2.2. Main themes

Module 1: Humanitarian Professionalisation and Aid worker motivations: Current dynamics and future trends of humanitarianism, in particular, professionalisation of the humanitarian sector; and exploration into motivations of humanitarian workers.

Module 2: Aid Worker Motivations and Wellbeing: an examination of the importance of self-management of health and well-being by reflection on the common emotional and physical health issues affecting aid workers.

Module 3: Operational Support: introduces the operational systems and processes commonly involved in humanitarian response.

Module 4: Organisational Dynamics & People Management: Critically examining humanitarian HR systems, quality standards and evaluate the strengths and limitations of current HR policies and frameworks in practice for which humanitarians operate. We will explore key aspects associated with various approaches to scaling up in humanitarian operations.

Module 5: Safety & Security in Humanitarian Action: Examine current global data, perceptions and trends related to safety and security. We will critically examine the claim that violence against, and risks faced by aid workers in the field, have increased. We will also examine key aspects of operational security management and evaluate the strengths and limitations of remote management.

5.2.3. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Critically reflect on personal motivations related to studying/working in the humanitarian sector and on capacity to adapt to stress and promote well-being of self and others in humanitarian contexts.

ULO2: As a team assess an international humanitarian crisis, critically analyse the HR needs of the responding organization and develop an operational HR plan to address them

ULO3: Analyse the changing nature of the humanitarian aid sector in the context of increasingly complex environments and propose best practice leadership underpinned by theories and sector policies and practice in managing multinational teams in these situations.

5.2.4. Assessment methods and criteria

Reflective journal, 20%, 1000 words

Group Assignment, 30%, 1500 words

Individual Report on Group Assignment, 10%, 500 words

Essay, 40%, 2000 words

5.3. Project and Financial Management in Humanitarian Contexts

Module coordinator/Lecturer:	Sonia Brockington
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Third trimester
Venue & hours:	Deakin University Burwood campus and on-site intensive

5.3.1. General course description

This unit consists of an intensive campus based module that introduces students to project and financial management processes in the humanitarian and emergency management sectors. Students will visit NGOs to explore how projects are managed at headquarter and field level and how systems have influenced organisational responses and outcomes for affected communities. The second aspect to this unit will be delivered via Cloud (online) and includes the theory behind the project and financial management and some of the opportunities and challenges that arise in complex humanitarian responses. This unit will include a critical examination of donor understandings and how these are influenced by political, social and economic factors leading to impacts on response, transition and development outcomes for affected communities. Other key learning in this unit will engage students in designing projects proposals and presenting them to various stakeholders.

5.3.2. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Develop an integrated project plan that includes initial assessment, stakeholder analysis, logical framework, multi-sectoral proposal, and an implementation, monitoring and evaluation strategy for geographically, socially and politically diverse humanitarian contexts.

ULO2: Identify, critically reflect and synthesise the financial management issues, the role of different stakeholders, including donors, and the geo-socio-political contexts to develop a comprehensive financial management plan.

ULO3: In collaboration with peers, develop a Project Plan and constructively reflect upon and evaluate self-participation, peer participation and effectiveness of the plan.

ULO4: Research and critically analyse the role of donors, government and the geo-socio-political issues that influence funding in the humanitarian sector.

5.3.3. Teaching & learning methodology

Learning experiences are via a combination of Cloud (online) and intensive campus mode delivery. Intensive located learning will engage students through visits to local case study sites, guest speakers from the Humanitarian and Emergency Management sectors, classes and seminars. Students will undertake online exercises, case studies, virtual simulations, cloud concept presentations and student-led discussions via CloudDeakin.

5.3.4. Assessment methods and criteria

Group Assignment, 40%, 2500 words
Individual Report on Group Assignment, 10%, 500 words
Presentation, 20%, 10 minutes
Essay, 30%, 2000 words

5.4. The Humanitarian World

Module coordinator/Lecturers:	Sonia Brockington
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second and third trimester
Venue & hours:	Online (2 nd trimester), Deakin University Burwood campus or online (3 rd trimester)

5.4.1. General course description

This unit is an enhanced Cloud (online) unit consisting of four modules. The introduction provides an overview of the history and development of humanitarian assistance. The first module explores the history of humanitarianism followed by the principles, theories, and values that inform current practices in the field in the second module. In the third module, we will learn about the various actors involved in the humanitarian system and analyse the emerging trends. Finally, we will critically discuss some of the dilemmas faced by the humanitarian sector. Through the use of case studies and interaction with humanitarian experts from around the world, we will examine the importance of ethical practice to successful humanitarian outcomes. This will include the study of relevant case studies across geographical and cultural contexts.

5.4.2. Main themes

History of humanitarian assistance; Principles, theories and values of humanitarian practice; Ethics of humanitarian practice; Dilemmas of humanitarianism.

5.4.3. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Articulate a scholarly, as well as personal understanding and critical examination of the complexities of the historical development of humanitarianism across geo-, socio- and political contexts.

ULO2: Critically evaluate ideas and arguments, developed through individual research, to identify how ethics, principles and values inform humanitarian action.

ULO3: Using digital research and communication tools to collaborate, investigate and critically reflect on the changing nature of humanitarian action and relationships between stakeholders at all levels of the humanitarian ecosystem and make recommendations to enhance future practice.

5.4.4. Assessment methods and criteria

Journal, 20%, 1000 words

Report, 30%, 1500 words

Research and Writing Exercise, 50%, 2500 words

5.5. Management of Humanitarian Health Programmes

Module coordinator/Lecturers:	Sonia Brockington
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Online

5.5.1. General course description

This unit will explore the project management cycle, trends in the humanitarian sector and how these apply to health program management in complex humanitarian crises. Students will apply learning to real life case studies, taking into account inter-agency coordination, stakeholder and donor relationships, organisational and governance requirements, and monitoring and evaluation of health programs to meet public and clinical health issues in complex humanitarian environments.

5.5.2. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Identify and critically analyse current issues and future challenges that serve as the context for program development and interventions to manage complex problems in acute and chronic humanitarian health program management.

ULO2: Examine the social, cultural, environmental, economic factors and assess how they bear upon the development of humanitarian health response plans.

ULO3: Collaboratively design, develop and evaluate high quality, integrated project plans, that take into consideration the health project management cycle, to provide solutions to identified health needs.

ULO4: Evaluate your effectiveness as a team member and develop a plan for improvement and ongoing learning as a professional practitioner.

5.5.1. Teaching & learning methodology

Learning experiences are via CloudDeakin, with 8-online sessions conducted during the trimester.

5.5.2. Assessment methods and criteria

Essay, 40%, 2000 words

Team Report, 50%, 3000 words

Self-reflection, 10%, 500 words

5.6. Evidence and Decision-making in Humanitarian action

Module coordinator/Lecturers:	Nazanin Zadeh-Cummings
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Online

5.6.1. General course description

This unit explores the generation of evidence in humanitarian action, and its use as a basis for humanitarian decision making. We begin by considering the nature of decision making in humanitarian crises: how, by whom, and on what basis, are decisions made? We then further explore the nature of humanitarian decision making through an examination of two decision-making 'case studies': decisions regarding whether, when and how to respond in response to early warnings of crisis, and decisions regarding how to target humanitarian aid. We then consider the nature of evidence used in humanitarian crises, ethical considerations associated with its collection, and the main ways in which it is generated (namely, through assessments, monitoring and evaluation). We conclude by considering the way in which humanitarians engage communities in the generation and use of evidence, and the opportunities presented by new technologies for better community engagement. The assessment tasks will provide students with the opportunity to critically engage with the issues discussed, as well as to apply their learning to a practical task of a nature required in humanitarian practice.

5.6.1. Main themes

Humanitarian decision making, decision-making case studies, nature and ethics of evidence in humanitarian action, generation of evidence: assessment, monitoring and evaluation in humanitarian crises, and engaging communities in the generation, analysis and use of evidence in humanitarian crises

5.6.2. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Critically evaluate the way in which decisions are made in humanitarian crises, and articulate the ethical dilemmas commonly faced by decision makers.

ULO2: Critically examine the generation of evidence in humanitarian crises, articulate criteria for assessing its quality, and develop a plan for managing ethical considerations related to the collection of evidence.

ULO3: Critically evaluate current approaches to assessment, monitoring and evaluation in the humanitarian sector, and develop an evaluation proposal.

ULO4: Identify and apply a range of approaches used for engaging communities in the generation and analysis of evidence in humanitarian crises.

ULO5: Reflect on the development of personal skills and competencies relevant to the work of a humanitarian practitioner.

5.6.1. Teaching & learning methodology

This unit uses the FutureLearn online learning platform. [Learn more about studying through FutureLearn.](#)

5.6.2. Assessment methods and criteria

Essay, 40%, 2000 words

Team Report, 50%, 3000 words

Self-reflection, 10%, 500 words

6. Detailed elective courses description

6.1. Humanitarian Settlement

Module coordinator/Lecturer:	Daniel McAvoy
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Deakin University Burwood campus or online

6.1.1. General course description

In the context of unprecedented levels of forced displacement of refugees and other populations in need of protection, there is a need for countries to identify clear humanitarian policies, protocols and practices for integration and settlement of refugees. This unit aims to provide the student with an understanding of the history and concepts of refugee and refugee resettlement, the refugee experiences of resettlement and refugee resettlement policies and practices. The unit critically examines the potential of principles of community development to facilitate refugee resettlement and foster autonomous action amongst refugee groups.

6.1.2. Main themes

- The concepts of refugee and refugee resettlement
- International, United Nations and Australian policies of refugee resettlement
- What it means to be a refugee: refugee experiences
- Refugee resettlement programs
- How to facilitate refugee settlement into local communities
- How to facilitate autonomous action and independence amongst refugee groups
- Refugee related trauma

6.1.3. Learning outcomes

At the successful completion of this unit students can:

ULO1: Analyse the concept of 'refugee' and related terms in the context of the recent history of forced migration.

ULO2: Apply a critical and reflective understanding of community development principles and practice to propose creative, evidence-based solutions to settlement and integration of refugees and to facilitate partnerships between local communities and refugee groups.

ULO3: Evaluate the nature of refugee and integration experiences, critically analysing the effectiveness of policies and practices of refugee resettlement.

6.1.4. Teaching & learning methodology

This unit can be taken on-campus, or online through FutureLearn. [Learn more about studying through FutureLearn.](#)

6.1.5. Assessment methods and criteria

Reflective Journal, 20%, 1000 words
Report, 30%, 1500 words
Essay, 50%, 2500 words

6.2. Principles and Practice of Public Health

Module coordinator/Lecturer:	Berni Murphy
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Deakin University Burwood campus or online

6.2.1. General course description

Through this unit, students are provided with an integrated overview of the ways in which different theories and disciplinary perspectives have informed public health principles and practices both in the past and present. The unit provides the foundations for a contextual understanding of the specific methods of public health research, policy development and program planning and implementation. Principles and Practice of Public Health is a 'glue' unit for the study of public health, drawing linkages between areas that may at first sight appear quite disparate. This unit aims to provide students with an overview of public health as an organised global and local effort to promote and protect the health of the public. Links are drawn between the past and present to provide the foundations for a contextual understanding of the specific methods of public health practice and policy development. Students are encouraged to position themselves within public health debates.

6.2.2. Main themes

This unit will cover: historical foundations of public health; determinants of the health and illness of populations; health data and health surveillance; health protection: communicable disease control and environmental health; health promotion; evidence based practice in public health; ethics, human rights and public health; health of Indigenous Australians; global issues in public health; and international health.

6.2.3. Learning outcomes

Upon completion of this unit, successful students can:

ULO1: Discuss the history, underlying principles and major fields of practice in public health and apply this knowledge to contemporary health issues and to the contexts for action on these issues.

ULO2: Apply different perspectives, such as social frameworks, epidemiology, clinical practice, community development, and governance and policy, to explore public health issues and practices.

ULO3: Demonstrate mastery of digital technologies and digital literacies, critical thinking and sound professional judgement in selecting, analysing, evaluating and using information relevant to selected contemporary public health issues and action.

ULO4: Propose effective responses to public health issues that demonstrate mastery of the underlying principles of public health and its major fields of practice.

ULO5: Demonstrate effective teamwork skills appropriate to supporting the learning of self and others in the multi-disciplinary and multi-cultural sphere of contemporary public health.

ULO6: Communicate orally and in writing on public health issues in an effective and coherent manner and mindful of the target audience.

6.2.4. Teaching & learning methodology

Campus: 2.5 hours per week comprising 1 hour weekly class and 1.5 hour weekly seminar.

Cloud (online): 1 hour weekly class (recorded and accessible online) and 1.5 hour weekly online seminar

For all students, CloudDeakin is the major learning resource in the unit.

6.2.5. Assessment methods and criteria

Group presentation, 30%
Major Paper, 50%, 2500 words
Online Quiz, 20%

6.3. Health and Social Impact Assessment

Module coordinator/Lecturer:	Berni Murphy
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Deakin University Burwood campus intensive

6.3.1. General course description

This unit allows students to gain an understanding of the history, contexts, processes and outcomes of health and social impact assessment. It will develop skills which will enable students to understand the application of either SIA or HIA. Links between health/ environmental/ social impact assessment and policy assessment will be explored with particular reference to their relevance for individual and community wellbeing. Case studies undertaken in Australia and overseas will be used to illustrate the theories and students will have the opportunity to review and evaluate impact assessment projects relating to health and social impacts of developments within policy frameworks or within a community setting.

Through a highly interactive seminar model of unit delivery, the unit will develop the requisite knowledge and understanding, practical and transferable skills needed for students to plan, commission, review or participate in a health and/or social impact assessment.

6.3.2. Main themes

1. The history of impact assessment, the development of social and health impact assessment and contemporary applications of each of these;
2. The contexts for health and social impact assessment applications;
3. The processes and methods used in health and social impact assessment;
4. Contemporary and international debates including consideration of equity and integrated working to underpin policy and decision making;
5. The role of evidence in policy processes
6. case studies of current and completed health and social impact assessments.

6.3.3. Learning outcomes

Upon completion of this unit, successful students can:

ULO1: Explain the range of contexts in which health and social impact assessments are undertaken and the factors that need to be taken into consideration when applying impact assessment methodologies in these differing contexts

ULO2: Analyse the scope or opportunities that exist for strengthening or broadening the application of health and social impact assessment techniques especially in a range of policy contexts.

ULO3: Review and evaluate samples of completed health and social impact assessments for quality, effectiveness and impact.

ULO4: Demonstrate practical capacity to plan an impact assessment, prepare a brief to commission one to be undertaken, and evaluate a report of a completed impact assessment. Communicate these capabilities in a range of ways (i.e. oral presentation and written report).

6.3.4. Teaching & learning methodology

Taught in intensive mode at Burwood.

6.3.5. Assessment methods and criteria

Individual assignment, 30%, 1500 words
Group presentation, 20%
Essay, 50%, 2500 words

6.4. Health Equity and Human Rights

Module coordinator/Lecturer:	Fiona McKay
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Deakin University Burwood campus or online

6.4.1. General course description

This unit aims to develop understandings about health equity and human rights as a coherent frame of action to tackle inequities and to improve health and wellbeing, and to develop a working knowledge of practical approaches for public health and health system actions to address health inequities and rights violations, and to promote social justice. Topics to be addressed in this unit include: health equity debates; conventions and legal frameworks for human rights; strategies of public health, primary health care and health promotion to promote equity and rights, and specific issues such as diversity and difference, mental health and human rights, children's rights and health equity, asylum and refugee health, and HIV/AIDS.

6.4.2. Main themes

Topics to be addressed in this unit include: health equity debates; conventions and legal frameworks for human rights; strategies of public health, primary health care and health promotion to promote equity and rights, and specific issues such as diversity and difference, mental health and human rights, children's rights and health equity, asylum and refugee health, and HIV/AIDS.

6.4.3. Learning outcomes

Upon completion of this unit, successful students can:

ULO1: Discuss the foundations of health equity and human rights.

ULO2: Describe the relationships between health and human rights.

ULO3: Compare the different types of human rights systems at global, regional, national and local levels.

ULO4: Develop strategies for tackling health inequities using health promotion and public health approaches.

ULO5: Evaluate the human rights implications of public health policies and programs.

6.4.4. Teaching & learning methodology

This unit is available as on-campus or through online study on CloudDeakin.

6.4.5. Assessment methods and criteria

Short Answer Questions, 20%, 1000 words
Group Presentation, 30%
Report, 50%, 2500 words

6.5. Humanitarian - Development Nexus

Module coordinator/Lecturers:	Nazanin Zadeh-Cummings
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Online

6.5.1. General course description

This unit provides a critical understanding of the nexus between relief, rehabilitation and development. It will explore the reasons for existing divisions, the resulting problems and the way this approach can undermine development gains and hinders resilience building. Learners will critically examine the international processes that led to a strengthened focus on the Humanitarian-Development Nexus (HDN), discourse around the HDN, related re-examination of international relief and development architectures, funding models and practices. We will draw upon critiques and case studies to critically analyse the concepts of an HDN in theory and on the ground and examine challenges and opportunities that the HDN poses for humanitarian and development practitioners.

6.5.2. Main themes

Introduction to the nexus, international initiatives to strengthen the nexus, financing the humanitarian-development nexus, case studies: the nexus on the ground, and complex challenges and opportunities for the future.

6.5.3. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Investigate and critically analyse the foundations of the Humanitarian-Development Nexus and the role of various international stakeholders in the move towards a 'new way of working'.

ULO2: Examine and assess the strengths and limitations of various approaches to meeting the needs of recipients of aid with particular focus on the Humanitarian-Development Nexus.

ULO3: Critically evaluate the challenges and opportunities for humanitarian and development practitioners arising from breaking down siloes and implementing an HDN.

ULO4: Review and critically analyse relevant rules, frameworks, guidelines and funding models and examine the impact these have on achieving better integration of relief, rehabilitation and sustainable development.

6.5.4. Teaching & learning methodology

This unit uses the FutureLearn online learning platform. [Learn more about studying through FutureLearn.](#)

6.5.5. Assessment methods and criteria

Reflective Journal, 20%, 1000 words

Country Analytical Report, 40%, 2000 words
Project Concept Note, 40%, 2000 words

7. Internship

Internship can be arranged as one of the elective courses during the trimester (worth 2 credits). Timelines for the Internship are to be negotiated with the Host Organisation by the student, as part of the process of securing the Internship. These are then presented to the Academic Supervisor and Student Mobility Office.

The Internship unit offers students an opportunity to gain first hand work experience in a region or employment sector closely associated with topics studied at university, and to explore the practical applications of their academic study. Students are expected to complete a minimum of 300 hours (40 x 7.5) or 8 weeks full-time (or part time equivalent) of work experience in their chosen site.

Melbourne is home to a number of international humanitarian organisations, including [Save the Children](#), [Oxfam](#), [RedR](#), [World Vision](#), [Plan International](#), [the Red Cross](#), [CARE](#), and [Engineers without Borders](#). Other organisations students may consider include but are not limited to [One Girl](#), [the Asylum Seeker Resource Centre](#), and the [Humanitarian Advisory Group](#). Note that Deakin cannot guarantee an internship placement, and students are advised to begin looking for options early.

8. Practical information

Ranked #3 in Australia for graduate employability, Deakin University's course curriculum integrates real-world expertise with practical skills to give our students a competitive edge.

*2016 Times Higher Education graduate employability ranking

Our curriculum is informed by the best in industry, ensuring our courses stay relevant. With such a broad network of industry partners at your disposal, you'll graduate with the knowledge and confidence to successfully enter the workforce and navigate the jobs of the future.

8.1. Accommodation and transport

NOHA students studying at Deakin may be eligible for on-campus housing. Find out more about our Burwood campus student accommodation [here](#).

Many international students live off campus. Deakin recommends students to book short-term accommodation for at least one week before arriving in Melbourne, then inspect longer term options in person. You can find more tips on searching for housing [here](#). [HouseMe](#), a Deakin Residential Services site, offers a convenient way to look for a room near the Burwood campus. Other options for wider Melbourne include [Flatmates.com.au](#), [FlatmateFinders.com.au](#), [Gumtree](#), and the [Fairy Floss Facebook group](#).

Melbourne has an extensive public transport network. The Burwood campus is directly accessible by tram 75, and a number of buses including 201, which runs express from Box Hill Train Station to Deakin. Find out more about transport [here](#).

8.2. Living costs

Information can be found at <https://www.studyinaustralia.gov.au/english/live-in-australia/living-costs> and <https://www.studymelbourne.vic.gov.au/money-and-budgeting/the-cost-of-living-in-victoria>. There are also a variety of more general cost of living sites that may be helpful in working out a reasonable budget, including <https://www.expatistan.com/cost-of-living/melbourne> (high end estimates as it's aimed at professionals relocating to Melbourne), <http://insiderguides.com.au/cost-of-living-calculator> (aimed at students, signup required to see results), <https://www.numbeo.com/cost-of-living/in/Melbourne> (most general with crowdsourced data).

8.3. Visas

It is important to apply for a visa on time. Find out more about visas [here](#). If you come on a student visa, you may need Overseas Health Student Cover (OSHC) – read more about OSHC and Deakin’s health and safety services [here](#).

8.4. Other

Deakin University travels the world to meet with future international students. If you have questions about studying in Australia, [visit our country pages](#) to discover when we’ll be visiting your country and to read stories from other international students.

Find out about life as an international student at Deakin. Visit our [student stories hub](#). Do you have more questions about studying at Deakin?

International students

+61 3 9627 4877

study@deakin.edu.au

8.4.1. Useful Links

[Centre for Humanitarian Leadership homepage](#)

[School of Humanities and Social Sciences homepage](#)

[Faculty of Arts and Education homepage](#)

[Deakin University Library](#)

[Information about Deakin’s Burwood campus](#)

[Main Deakin page for international students](#)

[Information for incoming study abroad and exchange students](#)

[Information about health and wellbeing for students](#)

8.4.2. Academic calendar

2020 Deakin University Academic Calendar

Trimester 2:

Teaching period: 8 July – 27 September 2020

Study period: 30 September – 4 October 2020

Examinations: 7 – 18 October 2020

Trimester 3:

Teaching period: 4 November 2020 - 7 February 2021

Study period: 10 – 12 February 2021

Examinations: 13 – 21 February 2021

Note that most units available to NOHA students at Deakin complete assessments during the trimester, and do not utilise the examination period.

Full academic calendar is available [here](#).