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Location: Melbourne,
Australia

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

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 3/2017-19	Jul - Oct 2018 or Nov 2018 - Feb 2019
• 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.

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 [online]	7.5
2.	Fundamentals of Humanitarian Management [campus and online]	7.5
3.	Disaster Risk Reduction and Management in Humanitarian Contexts [online]	7.5
4.	The Humanitarian World [online]	7.5
<i>Electives available:</i>		
5.	Gender and Development [online]	7.5
6.	Humanitarian Settlement [campus and online]	7.5
7.	Principles and Practice of Public Health [campus and online]	7.5
8.	Health and Social Impact Assessment [campus and online]	7.5
9.	Health Equity and Human Rights [campus]	7.5
10.	Humanitarian Assistance Internship	15.0

Third trimester (November-February)		
No.	Name	ECTS
<i>Core units available:</i>		
1.	Dynamics and Dilemmas of the Humanitarian Sector [online]	7.5
2.	Project and Financial Management in Humanitarian Contexts [campus and online]	7.5
3.	Disaster Risk Reduction and Management in Humanitarian Contexts [campus and online]	7.5
4.	The Humanitarian World [campus and online]	7.5
<i>Electives available:</i>		
5.	Food Security [online]	7.5
6.	Cross Cultural Communication and Practice [online]	7.5
7.	Humanitarian Assistance Internship	15.0

Please note that there may be 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 a 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@cfhl.org.au Tel: +61 (3) 92517111	Prof Phil Connors Director - Centre for Humanitarian Leadership, Course Director - Master of Humanitarian Assistance Email: phil@cfhl.org.au Tel: +61 (3) 92517111	Sophie Perréard Lecturer in Humanitarian Studies Email: sophie@cfhl.org.au Tel: +61 3 9251 7010

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:	Cloud

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:	Daniel McAvoy
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	On-campus, Cloud

5.2.1. General course description

This unit consists of an enhanced CloudDeakin experience and explores the 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 and virtual simulation exercises 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. Teaching & learning methodology

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

5.2.5. Assessment methods and criteria

Essay, 40%, 2000 words

Group Assignment, 30%, 1500 words

Journals, 15% each, 750 words x 2

5.3. Disaster Risk Reduction and Management in Humanitarian Contexts

Module coordinator/Lecturer:	Phil Connors e-mail: phil@cfhl.org.au
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second and third trimester
Venue & hours:	Cloud (2nd trimester), On-campus & Cloud (3rd trimester)

5.3.1. General course description

This unit will be delivered via Cloud (online). It will introduce the concept of risk reduction and management across local and international contexts. It will also include case studies to explore how Disaster Risk Reduction (DRR) programmes are put into practice as well as the examination of Disaster Risk Management (DRM) outcomes from humanitarian and emergency responses locally and internationally. The unit will include the use of cloud concept presentations, virtual case studies and simulations to examine the issues of disaster preparedness and DRR across different physical and cultural contexts. Students will also critically examine the role of different stakeholders in pre- and post-disaster phases and the strength of community development-based disaster risk management processes. Another key component of the learning in this unit will be exploring the role of security and social risk as key components of risk management processes in humanitarian contexts.

5.3.2. Main themes

The 5 modules of this unit will explore:

1. Introduction to DRR and DRM and international mechanisms: Highlights linkages between DRR and DRM, analyses the Sendai Framework (and reviews its predecessor the Hyogo Framework) and reviews international DRR bodies.
2. Putting DRR into practice: Over four weeks, this unit will focus on hazard and risk assessments; mainstreaming DRR into policies, strategies, plans and projects; gender, child and disability focused DRR; and measuring DRR programs.
3. Community development-based DRM processes: The strengths of this community based approach.

4. Role of different stakeholders: this week will focus on the different stakeholders you should be engaging with during the DRR program cycle to ensure effective and sustainable programming.
5. DRR in different physical and cultural contexts: this module will focus on DRR in urban and conflict environments and the key characteristics of each environment with regards to DRR programming.

5.3.3. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Critically assess and discuss the usefulness and application of global DRR frameworks and make recommendations to enhance future practice

ULO2: Demonstrate capacity to synthesize contextual vulnerabilities and hazard to inform relevant and appropriate DRR programming

ULO3: Demonstrate your understanding and capacity debate and challenge issues arising from different DRR perspectives, stakeholders and contexts

ULO4: Through undertaking research and analysis, critically evaluate the strengths and weaknesses of DRR and DRM approaches, planning and programming in different countries and contexts and make recommendations to enhance future practice.

5.3.4. Teaching & learning methodology

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

5.3.5. Assessment methods and criteria

Journals, 15% each, 750 words x 2

Group Assignment, 30%, 1500 words

Online Exercises, 10%, 500 words

Report, 30%, 1500 words

5.4. Project and Financial Management in Humanitarian Contexts

Module coordinator/Lecturer:	Emma Roberts
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Third trimester
Venue & hours:	Cloud with 5-day on-campus intensive

5.4.1. 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.

5.4.2. 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.

5.4.3. 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.

5.4.4. Assessment methods and criteria

Group Assignment, 30%, 1500 words

Online Exercises, 10%, 500 words

Presentation, 30%

Essay, 30%, 1500 words

5.5. The Humanitarian World

Module coordinator/Lecturers:	Sonia Brockington, Sophie Perreard
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second and third trimester
Venue & hours:	Cloud (2nd trimester), On-campus & Cloud (3rd trimester)

5.5.1. 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.

5.5.2. Main themes

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

5.5.3. 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.

5.5.4. Teaching & learning methodology

Burwood: 5 x 2 hour Seminar plus 6 x 2 hour Online Seminar per Trimester

Cloud: Learning experiences are via FutureLearn.

5.5.5. Assessment methods and criteria

Journal, 20%, 1000 words

Report, 30%, 1500 words

Research and Writing Exercise, 50%, 2500 words

5.6. Dynamics and Dilemmas of the Humanitarian Sector

Module coordinator/Lecturer:	tbc
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Third trimester
Venue & hours:	Cloud

5.6.1. General course description

This unit consists of four modules. In the first module, we will study the role of geopolitics in humanitarian crises. In module two we will critically examine the strengths and limitations of humanitarian programming in relation to the international legal framework (International Humanitarian Law, International Refugee Law) and study a number of international and non-international armed conflicts and their consequences on civilian populations, including the issues of refugees, asylum seekers and Internally Displaced People. In the third module, we will examine the civilian-military relations in conflict settings, the role of peacekeeping operations and finally in the fourth module we will learn about the Responsibility to Protect (R2P) doctrine.

Through the use of international and virtual case studies the unit will explore and critically examine the impact and consequences of humanitarian interventions across different geographies, social, political and cultural contexts.

5.6.2. Main themes

1. The position of humanitarianism in relation to major geopolitical trends
2. Introduction to International Law - persons of concern: refugees, IDPs and asylum seekers
4. Fragile states, chronic crises, civil military coordination and peacekeeping operations
5. The responsibility to protect doctrine, application and ethics and the future humanitarian world

5.6.3. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Analyse and reflect on learning about the dynamics and dilemmas of the humanitarian sector.

ULO2: Demonstrate your in depth understanding and critique of the complexity of legal frameworks related to International Humanitarian Law and persons of concerns (refugees, internally displaced persons, asylum seekers).

ULO3: Critically analyse complex emergency responses, peacekeeping operations and the civilian-military coordination in humanitarian operations and the ethics of the responsibility to protect.

ULO4: Produce an academic paper using the relevant communication and technical research skills.

5.6.4. Teaching & learning methodology

Learning experiences are via CloudDeakin.

5.6.5. Assessment methods and criteria

Journals: 15% each, 750 words x 2

Group Assignment: 20%, 1000 words

Online Exercises: 10%, 500 words

Essay: 40% 2000 words

6. Detailed elective courses description

6.1. Food Security

Module coordinator/Lecturer:	Max Kelly
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Third trimester
Venue & hours:	Cloud

6.1.1. General course description

Ending hunger, ensuring food security and sustainable food production, as well as improving nutrition is a complex challenge. This unit equips students with a critical understanding of food systems, links from food production to consumption, livelihoods, secure and safe access to food for all, and food utilisation.

The unit considers diverse understandings of food, from rights based approaches embedded in the food sovereignty discourse, to food security, and food as a commodity. It explores sustainable development, environmental and resource management and conservation, and agricultural/rural production systems, as well as aid and trade.

Linkages between social, environmental and economic influences on development will be investigated, alongside critical review of debates on population, conflict and natural disasters, resource scarcity, poverty, and equality. Theoretical debate will be used to inform practical analysis and case studies of policy and programme responses, in development, emergency relief, and community contexts, globally and locally.

6.1.2. Main themes

Weekly Topics:

1. Introduction to food security
2. Food systems
3. Population
4. Nutrition, health and food security
5. Environment, resource management
6. Policy and food Security
7. Food, food aid and humanitarian interventions
8. Gender and food security
9. Food security in Australia
10. Agriculture
11. Conclusions ad food security into the future

6.1.3. Learning outcomes

At the completion of this unit, successful students can:

ULO1: recognise competing understandings of hunger, poverty and food insecurity

ULO2: Have a basic understanding of sustainable livelihoods as a framework for understanding hunger, poverty and inequality.

ULO3: appreciate the real world issues of food insecurity and the relationship with development

ULO4: know where to go to source relevant and timely information relating to issues of production and consumption;

ULO5: identify, and critically evaluate policies and practices to tackle food insecurity

ULO6: Apply this learning to a real world case study.

6.1.4. Teaching & learning methodology

Learning experiences are via CloudDeakin. This unit requires that you engage with the unit materials through the weekly set readings, but also strongly encourages discussion and sharing of ideas through online forums. Regional issues of food security which form the basis of assignments 2 and 3 will be the focus of many of the discussions, promoting applied learning.

6.1.5. Assessment methods and criteria

Online Exercises 20%

Essay 30%, 1500 words

Essay 50%, 2500 words

6.2. Gender and Development

Module coordinator/Lecturer:	Maree Pardy
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	Cloud

6.2.1. General course description

Topics to be addressed in this unit include: key debates in gender and development (human rights, feminisation of poverty, gender roles, historical treatment of gender and development); major

theories of gender and power; and case studies (gender-based violence, gender and economic participation, health and reproduction, education).

6.2.2. Main themes

1. Thinking critically about gender and development - is there a single story?
2. Is "woman" the core of gender and development?
3. From women to gender - economics and inclusion
4. From women's empowerment to gender justice through rights
5. Unpacking gender - who/what is the gender of gender and development
6. Is development heterosexual?
7. Who owns development?
8. Feminist and other "post" approaches to development.
9. Case study – Haiti
10. The Future/s of Gender and Development

6.2.3. Learning outcomes

At the successful completion of this unit students can:

ULO1: Identify and critically analyse the gendered dimensions of contemporary international and community development.

ULO2: Critically evaluate the evolution of theories of gender and sexuality in the context of gender and development

ULO3: Generate informed approaches to address intersecting issues of gender, culture and development

ULO4: Apply community development principles and practices to contextually informed gender interventions.

6.2.4. Teaching & learning methodology

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

6.2.5. Assessment methods and criteria

Short Paper (Individual) 25%, 1500 words

Presentation (Individual) 25%, 1500 words

Intervention Plan 50%, 2000 words

6.3. Cross Cultural Communication and Practice

Module coordinator/Lecturer:	Max Kelly
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Third trimester
Venue & hours:	Cloud

6.3.1. General course description

This unit focuses on the diversity of cultures, how difference between ethnic groups is constructed and how to respond appropriately to difference. It provides the student with an understanding of the principles of cross-cultural communication and practice and development of cultural

competency as community development practitioners in different cultural settings. Students will be encouraged to apply and analyse their experiences as case-studies.

6.3.2. Main themes

- The meanings of culture and how it affects community development practice;
- the meanings of cultural competence;
- cultural conflict;
- cross-cultural communication skills;
- cross-cultural teamwork in community development;
- building culturally competent community partnerships;
- cross-cultural negotiation and conflict resolution.

6.3.3. Learning outcomes

At the completion of this unit, successful students can:

ULO1: Understand the meanings of culture and cultural competence and the benefits of working in a culturally competent manner

ULO2: Explore the challenges connected with cross-cultural relations and cross-cultural communication, and the various approaches to their explication

ULO3: Evaluate issues concerning cultural conflict, racism, power, and equity

ULO4: Appreciate the impact of cultural diversity on international and community development practice

ULO5: Facilitate cross-cultural relations and cross-cultural communication, negotiations and resolutions that assist in reducing conflict, and inequality based on racism and discrimination in non-government organisations, the local community, and in international settings

ULO6: Work effectively in diverse community development teams and practice ways of building culturally competent community partnerships.

6.3.4. Assessment methods and criteria

Essay: Cultural Case Study, 40%, 2000 words

Essay: Critical Essay, 60%, 3000 words

6.4. Humanitarian Settlement

Module coordinator/Lecturer:	Daniel McAvoy
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	On-campus, Cloud

6.4.1. General course description

In the context of the increasing movement of refugees throughout the world, there has been an expanding need for countries to develop clear policies, protocols and practices for the effective and humane resettlement of refugees. This unit aims to provide the student with an understanding of the concepts of refugee and refugee resettlement, the refugee experiences of resettlement and refugee resettlement policies and practices. It aims to equip students to facilitate refugee resettlement and foster autonomous action amongst refugee groups.

6.4.2. 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

6.4.3. Learning outcomes

At the successful completion of this unit students can:

ULO1: Critically evaluate the concept of 'refugee' and related terms and the recent history of refugee movements, demonstrating awareness of the nature of the threat to personal and social well-being posed by conflict and forced migration

ULO2: Research and critically analyse key issues related to refugee resettlement including the international, United Nations and Australian policies of refugee resettlement.

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

ULO4: Develop a critical awareness of the potential of sound community development principles and practice, to enhance partnerships between local communities and refugee groups, and foster and facilitate autonomous action and independence amongst refugee groups.

6.4.4. Teaching & learning methodology

This unit is jointly taught on-campus and online via CloudDeakin. On-campus and online learning will be fully integrated with students able to access common materials and join sessions together via the CloudDeakin site.

6.4.5. Assessment methods and criteria

Essay, 40%, 2000 words

Essay, 60%, 3000 words

6.5. Principles and Practice of Public Health

Module coordinator/Lecturer:	Berni Murphy
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	On-campus & Cloud

6.5.1. 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.

6.5.2. 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.

6.5.3. 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.

6.5.4. 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.

6.5.5. Assessment methods and criteria

Assessment task 1: Group presentation 15%

Assessment task 2: Seminar paper (1500 words) 25%

Assessment task 3: Major paper (3000 words) 60%

6.6. Health and Social Impact Assessment

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

6.6.1. 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.

6.6.2. 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.

6.6.3. 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).

6.6.4. Teaching & learning methodology

Taught in intensive mode at Burwood.

6.6.5. Assessment methods and criteria

Assessment task 1: Individual assignment, annotated bibliography (1500 words) 30%

Assessment task 2: Group presentation 20%

Assessment task 3: Essay (2500 words) 50%

6.7. Health Equity and Human Rights

Module coordinator/Lecturer:	Maria Pallotta-Chiarolli
Credits awarded:	1 Deakin credit = 7.5 ECTS
Period:	Second trimester
Venue & hours:	On-campus & Cloud

6.7.1. 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.

6.7.2. 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.

6.7.3. 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.

6.7.4. Teaching & learning methodology

Campus: 4-6 hours of classes and seminars fortnightly.

Cloud (online): Learning experiences are via CloudDeakin, there is no requirement for any campus presence

6.7.5. Assessment methods and criteria

Assessment task 1: Country report (2000 words) 30%

Assessment task 2: Presentation on country report 10%

Assessment task 3: Project report (3000 words) 50%

Assessment task 4: Unit engagement (peer assessment and reflective posts) 10%

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.

**Please note that the below description is for 4 credits internship module and is yet to be adapted to 2 credits module.*

In this internship unit, students are expected to complete a minimum of 487.5 hours (65 x 7.5) or 13 weeks full-time (or part time equivalent) of work experience in an organisation associated with humanitarian assistance operations. The structure of the unit includes pre-placement planning and organisation, including recommended reading; in-field contact and ongoing reporting via learning log and CloudDeakin discussions; a negotiated project plan and report of relevance to the organisation and student, and a post internship reflective report. Supervision of the student in the internship will include initial interviews to establish the student's needs and areas of interest in the humanitarian

sector, agreement on internship between the student, organisation and university, and briefing by the identified organisation supervisor on the tasks outlined in the internship and the focus of major assessment. Academic supervision is conducted using a range of asynchronous and synchronous online technologies and individual mentoring as required. Support is also provided to organisation-based supervisors to enhance the learning opportunities available to the student and the organisation.

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

Living on campus is a unique opportunity to immerse yourself in the Deakin experience. Join our resident community and get to know your neighbours from all around the world. Not only will you become part of a diverse and close-knit community, you'll be able to walk to your classes and enjoy everything the University has to offer with ease.

Life on campus is so much more than just a comfy bed in a safe building. You'll be connected to a supportive student community and enjoy a whole range of exclusive activities across the year. This encouraging environment will ensure you're able to create a balanced study/social life. The student experience is at the heart of everything we do.

Bordered by picturesque parkland, the accommodation at our Melbourne Burwood Campus is home to 1175 students. With a great mix of state-of-the-art contemporary student housing and traditional village living, students in Burwood enjoy a unique Melbourne lifestyle.

Find out more about our Burwood campus student accommodation [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

Information about student visas is available [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 home page](#)

[School of Humanities and Social Sciences home page](#)

[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

2018 Deakin University Academic Calendar

Trimester 2:

Teaching period: 9 July – 28 September 2018

Study period: 1-5 October 2018

Examinations: 8-19 October 2018

Trimester 3:

Teaching period: 5 November 2018 – 1 February 2019

Study period: 4-6 February 2019

Examinations: 7-15 February 2019

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