



MONASH
University



MONASH
College

Unit Guide

Diploma of Business - Education Specialisation

Monash College

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Overview

The Monash College Diploma of Business- education specialisation stream offers specialist preparation for direct entry into the second year of the Monash University double degree in Education and Business.

The course content provides a solid foundation in a range of business disciplines, and in education units that provide an introduction to the foundations of education and teaching practice. There are two entry points into the Diploma of Business (business education stream) - Part One and Part Two - with the entry point for each applicant determined by their academic background and English language level.

Diploma of Business Course Outcomes

On completion of the Diploma of Business, students should be able to demonstrate the following skills and knowledge and their application:

1. Knowledge of technical and theoretical issues in a variety of Business theory and technical and language skills with depth in some areas.
2. Identify and communicate advice in a variety of Business disciplines to address problems in accord with management requirements.
3. Utilise technical skills to demonstrate understanding and problem solving in relation to Business issues involving diverse stakeholders.
4. With depth in some areas, critically apply theoretical and technical skills to solve problems in relation to a range of Business disciplines.
5. Manage work priorities and coordinate the work of others in accord with parameters set by management.

Monash College Diplomas Graduate Attributes

All Monash College courses will develop the following graduate attributes:

- Communication - demonstrated by effective communication in a variety of contexts
- Collaboration - demonstrated by working positively with others to achieve common goals
- Social and Cultural Engagement - demonstrated by respect for diversity and recognition of ethical responsibilities, including towards knowledge creation and academic integrity
- Critical Thinking and Problem Solving - demonstrated by the ability to analyse, evaluate and synthesise information to solve problems and innovate
- Independent Learning - demonstrated by the initiative, reflective practice and resilience necessary for self-directed learning, and possession of the foundational discipline knowledge and skills appropriate to commence their destination studies
- Academic Skills - demonstrated by understanding and appropriate application of scholarly practices and standards.

DIPLOMA PART 1			
Unit Code	Unit Name	Unit EFTSL	Credit Points²
MCD1010	Accounting for Business	0.125	6
MCD1690	Introductory Economics	0.125	6
MCD1090	Introduction to Marketing	0.125	6
MCD1380	Introductory Law	0.125	6
MCD1520	Introduction to Academic Communication	0.125	6
MCD1530	Functions and Their Applications	0.125	6
MCD1540	Intercultural Business Communication	0.125	6
MCD1550	Introductory Mathematics for Business	0.125	6
<i>*Choose one Elective from below:</i>			
MCD1590	The Modern World	0.125	6
MCD1740	AI and the Digital World	0.125	6
DIPLOMA PART 2			
Unit Code	Unit Name	Unit EFTSL	Credit Points¹
MCD2020	Microeconomics	0.125	6
MCD2040	Managing People and Organisations	0.125	6
MCD2050	Marketing 1	0.125	6
MCD2080	Business Statistics	0.125	6
MCD8012	English and Literacies 1 - Primary Education	0.125	6
MCD8030	Primary Professional Experience	-	
MCD8040	Secondary Professional Experience	-	
MCD8058	Learn to Learn, Learn to Teach (Primary and Secondary)	-	
MCD8059	Fostering Classroom Culture (Secondary Education)	-	
<i>*Choose one Accounting Elective from below:</i>			
MCD2150	Accounting for Managers	0.125	6
MCD2160	Introduction to Financial Accounting	0.125	6
<i>*Choose one Business Elective from below:</i>			
MCD2030	Managerial Communication	0.125	6
MCD2090	Macroeconomics	0.125	6

1. **EFTSL: Effective Full-time Student Load.** Each part of the Diploma is equivalent to one year of full-time study. Monash College Diplomas are delivered in an accelerated mode, so you can study more than a standard full-time load in a year.

2. **Most Monash units are 6 credit points.** To complete a full Monash College Diploma, you must pass 96 credit points; if you start in Part 2 you must pass 48 credit points and you will also have to complete the non-credit Professional Experience units. Credit points in Part 2 units count towards the first year of your Monash University degree.

MCD1010 – Accounting for Business

Description

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which can be communicated to a variety of users. It plays an integral role in the successful operation and management of any business.

In this unit students will focus on the financial accounting and financial issues for single activity service and trading businesses, using double entry recording, with financial reports prepared under the accrual basis. Students will use financial and non-financial information to assist management in the decision making process. Accounting information from financial reports will be analysed and interpreted.

Students will study both theoretical and practical aspects of accounting and where appropriate the unit will incorporate the application of accounting principles and the qualitative characteristics of accounting information.

This is a core unit in the Monash College Diploma of Business, Part 1.

Prerequisites

Nil

Learning Outcomes

When you have completed this unit, you are expected to be able to:

1. Define the fundamental accounting elements (assets, liabilities, equity, revenue, and expenses) and explain generally accepted accounting principles (GAAPs) and the key characteristics of financial information.
2. Apply the rules of the double-entry method to record accounting transactions for service and trading businesses accurately.
3. Prepare adjusting entries at the end of an accounting period (including accruals, prepayments, and depreciation), and explain their impact on the key financial statements.
4. Prepare, analyse and interpret key financial statements (including the Income Statement and Balance Sheet) by applying appropriate accounting standards to show a business's performance and position.
5. Collaborate effectively in a group project to achieve common goals by contributing ideas and using appropriate interpersonal skills.
6. Present and communicate fundamental accounting ideas and concepts clearly and effectively to their peers through verbal, written, and visual formats.

MCD1010 – Accounting for Business *CONTINUED*

Assessments

Assessment Task	Weight
A1: ETA & Post-Class Review Quizzes	20%
A2: In-Class Activities & Workshop Activities	20%
A3: Test 1	20%
A4: Group Assessment: AI-Enhanced Financial Analysis Report and Presentation	20%
A5: Test 2	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face. There are no work placement components. This course consists of two classes per week (first class (workshop) of 2 hours and the remaining class (tutorial) of 2.5 hours) over 12 weeks and you are required to do work in class and some at home.



MCD1090 – Introduction to Marketing

Purpose

Introduction to Marketing is designed to introduce students to key marketing concepts through a case-based learning structure in a collaborative learning environment. Students will be introduced to cases on a weekly basis, which they will examine in context to the week's topic. Students will develop an understanding of marketing's role within an organization.

Within this unit students can expect to learn effectively and efficiently within a collaborative learning environment. Students are expected to complete weekly assessed tasks before the start of the week. The unit is also designed to reward students for this active participation in their learning. So attendance and participation is important in achieving high results.

The unit will be delivered through a blended learning module. All lesson material and subject communication will be delivered through Moodle. Having uninterrupted access to Moodle is important. Students are expected to bring their devices regularly to class for both the workshop and tutorials.

This is a core unit in the Monash College Diploma of Business, Part 1.

Prerequisites

Nil

Learning Outcomes

When you have completed this unit, you are expected to:

1. Demonstrate the ability to define marketing and articulate the key concepts of marketing
2. Understand the significance of various elements within a marketing organization's environment
3. Explain the marketing research process and evaluate its role in informed marketing decision-making
4. Develop a sound understanding of consumer buying behavior
5. Gain foundational knowledge of market segmentation, targeting, differentiation, and positioning strategies
6. Describe the key elements of the marketing mix
 - Understand the product element, including the distinction between goods and services
 - Explain the role and strategic importance of pricing in marketing
 - Outline the purpose of marketing communication and identify the components of the promotional mix
 - Explain the concept of distribution and its relevance within the marketing mix

MCD1090 – Introduction to Marketing *CONTINUED*

Assessments

Assessment Task	Weight
A1: In Class Tests	25%
A2: Lecture Quiz	10%
A3: Tutorial Activities	10%
A4: Vodcast	25%
A5: Business Plan Presentation	30%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face.

MCD1380 – Introductory Law

Purpose

The aim of this unit is to provide a basic knowledge of the Australian legal system, an understanding of principles of contract law including an introduction to the law of Negligence. Students are introduced to IRAC as a practical legal reasoning process to solving legal problems.

Prerequisites

Nil

Learning Outcomes

At the completion of this unit students will be able to:

1. Describe the components of the Australian legal system.
2. Explain the Jurisdiction of Australian courts
3. Apply rules of Common Law to legal problems
4. Demonstrate an understanding of the law of negligence.
5. Demonstrate an understanding of the law of contract
6. Apply relevant rules to contractual problems arising in formation, terms, validity and breach
7. Demonstrate an understanding of remedies in both contract and tort law
8. Apply relevant tests of law to determine validity of exclusion and limitation clauses.
9. Apply legal reasoning process to solving legal problems using IRAC

Assessments

Assessment Task	Weight
A1: In Class Assessments	80%
A2: Weekly Quiz (ICFAT)	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face. There are no work placement components.

MCD1520 – Introduction to Academic Communication

Description

This course develops students' English language proficiency and academic communication skills to support their adaptation to university expectations and conventions. It scaffolds students to build foundations in three focus areas: academic skills, behaviours, and values, while developing academic language skills and knowledge. The unit introduces the language, texts, and conventions specific to Humanities, Business, and Science programs, and emphasises the value of diverse perspectives offered by different disciplines and their contributions to solving contemporary societal issues. Learning and assessment activities are designed to foster both independent and collaborative learning approaches, guiding students to enhance their abilities in reading, listening, writing and speaking as well as critical thinking, and researching in technologically-advancing academic contexts.

This unit will support students in building effective learning strategies using a range of thinking skills, learning approaches and assessment responses.

This is a core unit in the Monash College Diplomas Part 1.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Critically analyse academic texts to identify key arguments, evidence, and methodologies
2. Accurately interpret and critically evaluate spoken academic content and verbal instructions in academic settings
3. Participate in academic discussions, demonstrating active listening, critical thinking, intercultural understanding and the ability to articulate and sustain viewpoints
4. Deliver a clear, well-organised presentation on an academic topic, presenting and justifying arguments using supporting evidence and examples
5. Write a clear, well-structured academic text, following academic conventions, including structure, register, signposting and discipline-specific referencing conventions
6. Demonstrate critical, analytical and evaluative skills via selecting, synthesising and critically analysing a range of academic sources
7. Employ discipline-specific vocabulary and discourse to convey ideas effectively
8. Use digital and generative AI tools critically and responsibly to support academic production and communication
9. Collaborate effectively in academic and group settings by communicating respectfully, actively listening, and contributing relevant ideas to achieve shared academic goals.

MCD1520 – Introduction to Academic Communication *CONTINUED*

Assessments

Assessment Task	Weight
A1: Listening and Reading Quiz	5%
A2: Socratic Seminar	20%
A3: Reflection Journal	15%
A4: Research Task Draft	15%
A5: Research Task Final	25%
A6: 3 Minute Thesis	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1530 – Functions and Their Applications

Description

The focus of this unit will be on the behaviour of functions and examining some of their applications to the real world. The way that functions will be introduced is by individually describing the characteristics of families of different function types (linear, polynomial, rational, exponential, logarithmic and trigonometric). The composition of functions through possible combinations of different types of functions will also be investigated. Other operations on functions, such as transformations via shifting, scaling and reflection, will be presented, along with the existence and meaning of inverse functions.

This initial part of the course will then be used to provide a foundation for examining the rate of change of a function. Principally, this involves defining the elementary principles of differential calculus and then utilising these with respect to the types of functions mentioned above. As a final topic, an introduction to integral calculus is presented.

Prerequisites

It is assumed that students have studied mathematics to at least Year 11 or equivalent level.

Learning Outcomes

On completion of this unit, students will have acquired knowledge of:

1. The notion of functions and their representation as tables, graphs or mathematical expressions;
2. The basic characteristics of polynomial, rational, exponential, logarithmic and trigonometric functions;
3. The algebra of functions;
4. The concepts of composition functions and inverse functions;
5. The transformation of functions, algebraically and graphically;
6. The concepts of rate of change of a function and derivative of a function
7. The concept of anti-differentiation of a function and its main application: The Fundamental Theorem of Calculus.

And will have developed skills in:

- Identifying different types of functions behaviour by means of neat sketch-graphs; determining basic properties and behaviour of functions by analytic and by means of neat sketch graphs.
- Using function algebra.
- Calculating composition functions and inverse functions; using functions as models of real-life behaviour; calculating simple derivatives and integrals; communicating and interpreting mathematical results.

Assessments

Assessment Task	Weight
A1: In-class Engagement	40%
A2: Knowledge Booster	10%
A3: Test 1	10%
A4: Test 2	20%
A5: Test 3	20%



MCD1530 – Functions and Their Applications *CONTINUED*

Requirements to Pass the Unit

1. In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face. There is no work placement component.

MCD1540 – Intercultural Business Communication

Description

This unit aims to assist you in developing strategies for effectively communicating and negotiating with individuals from other cultures. Businesses today operate in a culturally diverse environment. This unit has been designed to develop your understanding of culture and its impact on business. We will examine the impact of culture on values, norms, attitudes and behaviours, including patterns of communication. In this unit, you will learn effective ways to research cultures and communication styles in order to prepare for intercultural encounters as a student and in work. This unit will provide an opportunity to apply understanding of cultural and ethical issues to realistic business situations.

This is a core unit in the Monash College Diploma of Business, Part 1B.

Prerequisites

Nil

Learning Outcomes

1. Demonstrate understanding of culture, communication and the issues involved in intercultural communication.
2. Understand the important relationship between language and culture.
3. Define, describe and analyse the cultural values, norms, attitudes and behaviours that influence and impact on business in a globalised world.
4. Apply intercultural communication skills and understanding of cultural issues involved in dealing with individuals from diverse cultures.
5. Conduct independent research related to intercultural theories and intercultural business.
6. Understand the need to think critically and assess the credibility of sources when conducting academic and business research.
7. Learn to work in groups effectively in research, sharing of ideas and completing tasks.
8. Demonstrate ability to plan, prepare and present ideas in a manner appropriate to the academic and business worlds.

Assessments

Assessment Task	Weight
A1: Tutorial Activities and Participation	20%
A2: Movie Analysis and Reflection	10%
A3: Cultural Video Interview and Presentation	20%
A4: Cultural Case Analysis - Error Identification Test	20%
A5: Cross-Cultural Training Program	20%
A6: End-of-term Test	10%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.



MCD1540 – Intercultural Business Communication *CONTINUED*

Mode of study

This unit is taught face-to-face. Several tools are involved in the learning process, such as Google Suite tools, Peer-evaluation tools (*ITP Metrics, etc.*), Zoom, Moodle and responsible use of AI.

MCD1550 – Introductory Mathematics for Business

Description

This unit is taken by part 1 Diploma of Business (Business stream), IT, Arts (Education), Business (Education) students. The aim of this unit is to provide students with the knowledge and skills to make effective use of mathematical ideas, techniques and processes in both business and everyday life.

Prerequisites

Nil

Learning Outcomes

When you have completed this unit, you are expected to be able to:

1. **Interpret and apply** key features of linear and non-linear relationships using graphs, tables, and their characteristics (**LO1**).
2. **Solve** simultaneous linear equations in two variables using elimination, substitution, and graphical methods, and **apply** break-even analysis in practical contexts (**LO2**).
3. **Calculate** financial quantities, including percentage changes, tax, simple interest, and hire purchase repayments (**LO3**).
4. **Solve** optimisation problems using linear inequalities, systems of inequalities, and linear programming techniques (**LO4**).
5. **Apply** sequences and relevant formulas to model growth and decay using linear, geometric, and combined models in financial contexts, including simple and compound interest, flat-rate and reducing-balance depreciation, reducing-balance loans, annuities, perpetuities, and interest-only loans (**LO5**).
6. **Apply** matrix properties and methods to analyse data arrays, solve systems of simultaneous linear equations, and make predictions using transition matrices (**LO6**).
7. **Construct and communicate** logical mathematical reasoning through clear, coherent, and appropriately structured written and verbal explanations (**LO7**).

Assessments

Assessment Task	Weight
A1: In-class Collaborative Exercise	25%
A2: Test	25%
A3: Start-up Project	20%
A4: Reflections on Industry Insights	10%
A5: Oral Presentation	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face.

MCD1590 – The Modern World

Description

In this unit you will examine the relationships between historic and contemporary political, cultural and social forces. You will also engage in thinking about the myriad of problems confronting the modern world and how we can make sense of these problems in terms of conflicts between ideas. Through the study of this unit, you will develop effective critical thinking skills about how the modern world 'works' and about your own place, as individuals, in the modern world.

This is a core unit in the Monash College Diploma of Arts, Part 1.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Explain key political, economic, religious and philosophical ideas or events and evaluate their influence on the development of the modern world, using relevant historical and contemporary examples.
2. Analyse how at least two key ideas or events from the past have either endured or evolved over time, and explain their impact on modern society to their peers.
3. Reflect critically on their position in the modern world by applying course concepts to analyse how culture, technology, or society influences and shapes their values and actions.
4. Communicate effectively in academic settings by presenting clear ideas supported by relevant evidence or examples and participating actively in discussions.
5. Write clear and well structured academic texts that apply academic conventions including appropriate organisation and language, use of evidence to support arguments, and acknowledgment of others' ideas through accurate referencing.

Assessments

Assessment Task	Weight
A1: Weekly Reading Quiz	15%
A2: Current Issues in Modernity Presentation	30%
A3: Socratic Seminar	30%
A4: Extended Response	25%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1690 – Introductory Economics

Purpose

The purpose of this unit is to identify and explain the basic concepts of GDP, business cycles, inflation, unemployment, supply, demand and markets, thereby acquainting students with the basic vocabulary of economics. The roles played by the government, consumers, producers and the cost of production will be explained. A particular emphasis in this unit is to provide students with an introduction of basic issues of both introductory Micro and Macroeconomics. This unit is taken by part 1 Diploma of Business students.

Prerequisites

Nil

Learning Outcomes

Upon successful completion of this unit, students will be able to:

1. Define Economics and understand the economic problem of scarcity
2. Understand and apply the theory of the macro economy, with emphasis on GDP, inflation and unemployment
3. Understand the concepts of demand and supply and the application of this theory
4. Explain the concepts of costs and revenues in the case of a single firm

Assessments

Students will be assessed on: An understanding of the body of Micro and Macroeconomic knowledge

The application of the skills of: Critical assessment, interpretation, analysis, evaluation

Assessment Task	Weight
A1: Assessment (Group and Individual)	30%
A2: Individual Assessment (Part A and B)	30%
A3: Individual Assessment	10%
A4: Homework, Quiz, and In-class Activities	15%
A5: Tests	15%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face. All assessments will be submitted through Turnitin. There is an online multiple-choice test which is a component in Task 2. The class tests will also be submitted via Turnitin.

MCD1740 – AI and the Digital World

Description

This unit introduces students to artificial intelligence, digital technologies and cybersecurity. Students explore how AI is changing study, communication, workplaces and society, while developing the practical digital skills needed for university and future careers. The unit focuses on the responsible and effective use of AI tools for learning, productivity, collaboration, research, communication and problem-solving. Students will use Google Workspace tools, including Docs, Sheets, Slides, Forms, Sites, Gemini and cloud-based collaboration systems, to complete practical academic and workplace-style tasks. Students will also examine cybersafety, digital ethics, online identity, misinformation, privacy and the social impact of emerging technologies. Foundational Computer logic will be explored through simple coding software that demonstrates logic, automation and data processes. The unit also emphasises the human skills required in an AI-enabled world, including critical thinking, creativity, communication, ethical judgement, collaboration, adaptability and reflection.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Explain fundamental computer system concepts, including files, folders, storage, permissions and basic network operations, to support effective use of digital technologies in an academic context.
2. Use Google Workspace applications to create, organise, communicate, collaborate and manage information effectively within shared digital workspaces.
3. Use AI tools to design, develop, test and debug simple automated solutions that integrate with Google Workspace applications.
4. Apply effective prompting strategies to generate, refine and evaluate responses from artificial intelligence tools.
5. Use artificial intelligence tools critically, responsibly, ethically and securely to support productivity, programming, data analysis and problem-solving while maintaining academic integrity.
6. Apply computational thinking and fundamental programming concepts to develop simple solutions using an appropriate introductory programming environment.
7. Identify and evaluate common cybersecurity threats, privacy risks and unsafe online practices, and apply appropriate controls to protect devices, accounts and information.
8. Present and communicate ideas and concepts related to digital literacy clearly and effectively through verbal, written, and visual formats.

Assessments

Assessment Task	Weight
A1: Competency Weekly Tasks	20%
A2: AI Learning Portfolio	10%
A3: Google Workspace Project	25%
A4: Cybersafety Awareness Campaign	25%
A5: Coding and Automation Project	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.



MCD1740 – AI and the Digital World *CONTINUED*

Mode of study

MCD1740 uses a flipped classroom approach which supports students in learning to be independent learners. This unit is taught face-to-face. Students are required to review workshop and tutorial materials prior to coming to class.

MCD2020 – Microeconomics

Purpose

MCD2020 Microeconomics gives students a strong foundation in how individuals and firms make rational decisions in a world of scarcity. The unit explores how markets determine the prices we encounter every day, why free markets sometimes succeed and sometimes fail, and how firms decide what to produce and charge. Students also extend these principles to the labour market and international trade.

This unit is undertaken by Part 2 Diploma of Business students.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. understand the fundamental principles that underpin economic decision-making by individuals and firms, and the gains that arise from specialisation and voluntary exchange
2. analyse how demand and supply determine market equilibrium, and use the concept of elasticity to evaluate how markets respond to changing price and economic conditions
3. assess the effects of government intervention, including price regulation and taxation, on market outcomes, resource allocation and the distribution of economic welfare
4. critically evaluate the causes and consequences of market failure, including externalities and the provision of public goods, and the policy responses designed to address them
5. compare and analyse the behaviour of firms and the determination of costs and prices across different market structures
6. extend the core principles of demand and supply to analyse the functioning of specialised markets, such as labour and international trade
7. develop the analytical and graphical reasoning skills required to interpret microeconomic models, and apply these skills to critically examine real-world economic issues relevant to business and commerce

Assessments

Assessment Task	Weight
A1: Test 1	10%
A2: Test 2	25%
A3: Economic Analysis Assignment	20%
A4: Test 3	15%
A5: Post-class and in-class engagement	30%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, students must achieve 50% or higher overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face.

MCD2030 – Managerial Communication

Purpose

This unit is designed to develop students' comprehension of communication issues within organisational settings and their capacity as professionals to communicate effectively particularly in job interviews situations. This unit is taken by part 2 Diploma of Business students.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Describe and discuss contemporary theories and concepts in interpersonal communication
2. Examine the role of communication in management, particularly in leadership, decision making, conflict resolution, creativity and problem-solving
3. Extend personal communication skills by identifying opportunities for growth and strategies for development
4. Demonstrate competence and professionalism in structuring and delivering persuasive messages
5. Critically analyse communication style

Assessments

Assessment Task	Weight
A1: Essay	20%
A2: Resume and Cover Letter	10%
A3: Case Study	25%
A4: Weekly Work	25%
A5: Problem Based Learning	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face.

MCD2040 – Management 1: Managing People and Organisations

Purpose

This unit is designed to develop an understanding of how organisations are managed and to enable the application of analytical skills to a range of managerial and organisational issues. This unit is taken by part 2 Diploma students.

Prerequisites

Nil

Learning Outcomes

When you have completed this unit, you are expected to be able to:

1. Demonstrate a contextual appreciation of management as an evolving set of contested ideas for how managers may influence people, organisations, and their environments to achieve organisational goals
2. Identify what managers do in practice, and analyse how the various activities that comprise managing both shape and are shaped by individual and group behaviour and diversity in organisational settings
3. Critically evaluate the impact of contemporary management practices on employee experiences of being managed
4. Explain the concepts of stakeholder interests and socially responsible management, assessing their implications for individuals and organisations in a global context
5. Apply research, analytical and communication skills required of the management discipline to address business challenges.

Assessments

Assessment Task	Weight
A1: Pre-Tutorial Assessments	10%
A2: PERUSALL Annotations	10%
A3: Class Engagement Activities	10%
A4: Tutorial Test (In-class Tests)	15%
A5: Management Consulting Project (MCP): MCP1 annotations.	5%
A6: Management Consulting Project (MCP): MCP2 Problem-based Group Report.	20%
A7: Management Consulting Project (MCP): MCP3 - Group presentations.	10%
A8: "My Future Self"— Reflective journal and Poster presentation.	20%



MCD2040 – Management 1: Managing People and Organisations *CONTINUED*

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

MCD2040 uses a flipped classroom approach which requires students to be independent learners. This unit is taught face-to-face. Students are required to review lecture materials and readings at home as “pre- class activities” prior to coming to the tutorials.

MCD2050 – Marketing 1: Marketing Theory and Practice

Description

Marketing faces ongoing challenges and opportunities in the rapidly evolving business landscape.

This unit introduces you to the broad discipline of marketing through a blended learning module. The unit will also demonstrate the practical application of the theories and concepts covered in the subject. It will also provide you with an opportunity to apply these concepts to situations and market offers.

The unit is delivered through weekly face-to-face lectures (expert-led sessions) and tutorials. Subject material and assessment material are made available online through the learning management system – Moodle.

Students are expected to complete a series of online and oral assessments throughout the trimester. Assessments will also be conducted in both lectures and tutorials.

This is a core unit in the Monash College Diploma of Business, Part 2.

Prerequisites

Nil

Learning Outcomes

1. Be familiar with the role of marketing within an organisation.
2. Have an understanding of the relevant marketing theories.
3. Demonstrate the practical application of the theories and concepts.

Assessments

Assessment Task	Weight
A1: Lectorial Quizzes	10%
A2: Week 3 Test	5%
A3: Group Video Project	15%
A4: Panel Marketing Interview	20%
A5: Final Oral Examination	50%

Requirements to Pass the Unit

- To achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study:

This unit is taught face-to-face.

MCD2080 – Business Statistics

Purpose

This unit is designed to provide skills in data analysis and statistical processes as applied to business and basic business computations and techniques. This is a core unit in the Monash College Diploma of Business, Part 2.

Prerequisites

MCD1550 Introduction Mathematics for Business or equivalent (For Business stream only. For Part 2 students, Part 1 pre-requisites are not applicable)

Learning Outcomes

In this unit you will learn to use basic statistical techniques and apply them to problems across a range of areas in business.

On completion of this unit, students should be able to:

2. Interpret business data using descriptive statistics techniques, including the use of Excel spreadsheet functions
3. Apply simple concepts of probability and probability distributions to problems in business decision-making
4. Describe the role of statistical inference and apply inference methods to single population means and proportions
5. Interpret and evaluate the relationships between variables for business decision-making, using the concepts of correlation and multiple linear regression
6. Develop skills in spreadsheet modelling and understand how simulation is used to address business problems.

These outcomes are important to a successful career in Business.

MCD2080 – Business Statistics *CONTINUED*

Assessments

Assessment Task	Weight
A1: Practical Lecture Activities	15%
A2: Group Assignment	25%
A3: Workshop Activities including FATs	30%
A4: Final Examination	30%

* Approved calculators will be allowed for tests and the final exam. Assignment should be done using Excel.

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face. There are no work placement components.

MCD2090 – Macroeconomics

Description

MCD2090 - Macroeconomics is a Diploma Part 2B unit equivalent to a first-year university course, serving as the second unit in the Economics stream and a core prerequisite for students intending to major in Economics. Expanding beyond basic human behaviour in the ordinary business of life, this unit introduces essential macroeconomic models designed to analyse a nation's role within the global economy. By focusing on fundamental principles, aggregate economic activity, and pressing issues such as inflation and unemployment, MCD2090 provides students with the tools to evaluate policy responses and equips them to make informed, lifelong economic decisions that improve quality of life.

This is an elective unit in the Monash College Diploma of Business Part 2.

Prerequisites

Nil

Learning Outcomes

When you have completed this unit, you are expected to:

1. Have a greater understanding of several approaches that economists use to explain and predict various economic events.
2. Be able to relate economic concepts to day-to-day life and real-world experiences.
3. Understand the importance of distinguishing between the short-run and long-run impacts of macroeconomic policy.
4. Appreciate and be able to debate the main macroeconomic issues of inflation, unemployment and economic growth.
5. Be able to critically analyse government policy responses to various issues within the open economy context of Australia.
6. Have developed analytical skills through the rigorous use of graphical models.
7. Have an awareness of the persistent social and economic problems confronted by society
8. Have an understanding of what economists study, why they study and how they study these topics in the macroeconomic context.
9. Have developed generic skills, including critical thinking, oral presentation skills, independent learning skills and skills associated with the use of computers /technology, all of which are valuable for business and commerce students and essential for progression to upper-level economics units.

Assessments

Assessment Task	Weight
A1: Test 1	10%
A2: Poster and Oral presentation	20%
A3: Test 2	20%
A4: Test 3	10%
A5: Crossword puzzles	10%
A6: Post-tutorial Homework	10%
A7: Test 4	20%



MCD2090 – Macroeconomics *CONTINUED*

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face. Lectures have online interactive questions.

MCD2150 – Accounting for Managers

Description

This unit is designed to introduce accounting principles and practice for decision making in a business environment. This unit is taken by part 2 Diploma students.

Prerequisites

Nil

Learning Outcomes

When you have completed this unit, you are expected to be able to:

1. Understand basic Accounting Concepts.
2. Describe the elements of financial reports, define accounting elements and prepare and interpret basic financial reports and budgets
3. Use ratio analysis in evaluating business performance, explain their use for decision making;
4. Identify different business structures and understand their benefits and challenges
5. Interpret information (financial and non-financial) for managers to use in planning, decision making and control;
6. Perform cost-volume-profit analysis;
7. Apply critical thinking, problem solving and presentation skills, communication skills to individual and /or group activities dealing with introductory accounting for managers

Assessments

Assessment Task	Weight
A1: Collaborative Inquiry	10%
A2: Post Class Quizzes	20%
A3: Test 1	20%
A4: Team Based Project	30%
A5: Test 2	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face. This unit involves using online resources (e-textbook, online quiz assessment, Moodle site for tutorial and lecture material). There is no workplace component in this unit.

MCD2160 – Introduction to Financial Accounting

Purpose

This unit is taken by part 2, Diploma students and provides students with an introduction to financial accounting guided by the Conceptual Framework and Accounting Standards. Emphasis is placed on accounting processes, practices and policies that enable financial statements to be prepared. Students will integrate theoretical and technical knowledge learned and exercise judgement to explore accounting issues.

Prerequisites

Nil

Learning Outcomes

The learning goals associated with this unit are to:

1. Explain fundamental accounting concepts and rules by justifying how and why economic transactions are recorded in accounting systems.
2. Apply the Conceptual Framework and selected Accounting Standards to record transactions and prepare basic financial statements.
3. Interpret accounting data to derive and communicate meaningful and relevant business insights.
4. Collaborate effectively in team-based accounting tasks to contribute disciplinary knowledge and support collective problem-solving.
5. Analyse accounting data to identify issues and support reasoned conclusions in individual and team contexts.

Unit Structure

This unit covers the following topics:

1. Introduction to Accounting Conceptual Framework Reports (Definition and recognition criteria of elements)
2. Accounting for Service Business (Accounting equation, transaction analysis, journal and ledger posting for service business)
3. Accounting for Trading Business (Journal and ledger posting for a trading business)
4. Balance Day Adjustments (Part 1 - Accrued Expenses and Prepaid Income and Expenses)
5. Balance Day Adjustments (part 2 - Depreciation and Allowance for Doubtful Debts)
6. Preparation and Presentation of Financial Statements (Income Statement, Balance Sheet and Cashflow Statement)
7. Analysis of Financial Statements
8. Accounting for Inventory (Inventory valuation)
9. Accounting for Non-Current Assets
10. Accounting for Liabilities and Equity

MCD2160 – Introduction to Financial Accounting *CONTINUED*

Assessments

Assessment Task	Weight
A1: Project (Manual processing and MYOB)	20%
A2: Tutorial Activities (Weekly in Tutorial Engagement Activity and Presentation)	20%
A3: Weekly Post-Class Moodle Quizzes and Week 3 In-Class EAT	20%
A4: Test - 1	20%
A5: Test - 2	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face.

MCD8012 – English and Literacies 1 - Primary Education

Description

This unit explores young children's language and literacy learning in the early years. You will develop an understanding of how to build children's communicative intentions, confidence and capacity in literacy as a foundational skill for successful learning. In particular the influence of family and community contexts on children's language and literacy development is examined including learners with English as an additional language. Topics covered in this unit include: adult interactions supporting young children's communication and language development, practices to support reading and writing acquisition, and processes including a focus on phonological awareness, phonemic awareness and phonics. Digital technologies as a tool to support language and literacy learning will also be discussed. This unit introduces you to evidenced-based pedagogies to build rich language and literacy programmes in early childhood settings that support the continuity of children's literacy learning from preschool to school.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Demonstrate an understanding of what literacy is and what it means to be literate.
2. Apply knowledge that supports the continuous development of your own personal English and literacy skills.
3. Demonstrate an understanding of how early literacy is enacted in various cultural and social settings, particularly homes (inclusive of homes where English is an additional language) and school.
4. Apply knowledge of effective pedagogies for early years literacy learning, including building children's communicative intentions, confidence and capacity in literacy.
5. Exhibit an understanding of the continuities and transitions in literacy learning from home to school.

Assessments

Assessment Task	Weight
A1: Home Literacy Learning.	20%
A2: Reading to Children	30%
A3: Children's Literature	50%

Requirements to Pass the Unit

- Students must achieve an overall mark of 50% or higher in order to pass this unit.

MCD8030 – Primary Professional Experience

Description

This unit assesses the students' primary professional experience in the second trimester. Students complete the required number of days and the activities specified in the unit guide. Students' learning is supported by relevant academic staff in Monash College, and by teacher mentors in the education setting in which they are placed.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Complete the required number of days of professional experience and the activities specified in the unit guide.
2. Document their professional learning through means such as a professional experience folder which records lesson planning, self-reflections and an evaluation on developing practice.
3. Achieve a satisfactory level of progress in their development as teachers in line with the requirements outlined in the unit guide and the placement report.

Requirements

Pre-service teachers are required to undertake 10 days in their second trimester.

Year	Trimester	Unit	Placement	Number of days	Dates
1	3	MCD8030	Primary School Setting	10 days over one week	TBC

Pre-service students must satisfactorily complete the number of days set out in the placement timetable (see table above).

Assessments and Submission Requirements

1. PE Report (via MCD8030 Survey Campaign link).
2. Placement Diary and Observation Handbook.

MCD8040 – Secondary Professional Experience

Description

This unit assesses the students' secondary professional experience in the second trimester. Students complete the required number of days and the activities specified in the unit guide. Students' learning is supported by relevant academic staff in Monash College, and by teacher mentors in the education setting in which they are placed.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Complete the required number of days of professional experience and the activities specified in the unit guide.
2. Document their professional learning through means such as a professional experience folder which records lesson planning, self-reflections and an evaluation on developing practice.
3. Achieve a satisfactory level of progress in their development as teachers in line with the requirements outlined in the unit guide and the placement report.

Requirements

Pre-service teachers are required to undertake 10 days in their second trimester.

Year	Trimester	Unit	Placement	Number of days	Dates
1	3	MCD8040	Secondary School Setting	10 days over one week	TBC

Pre-service students must satisfactorily complete the number of days set out in the placement timetable (see table above).

Assessments and Submission Requirements

1. PE Report (via MCD8040 Survey Campaign link).
2. Placement Diary and Observation Handbook.

MCD8058 – Learn to Learn, Learn to Teach (Primary and Secondary)

Description

This unit is designed to enrich your understanding of the complex processes through which learning occurs and examine the implications for both your own learning and your future teaching. You will focus on the multidimensional nature of learning, incorporating research-informed insights from neuro (brain) science, cognitive and developmental psychology, sociology and education. These lenses will help you understand how situational, individual, social and cultural contexts can shape learning over time.

You will start to consider purposes for learning, from a specific lesson/subject to whole school/centre programs and beyond. Drawing from research, you will be provided with opportunities to examine your assumptions about learning and teaching, and explore strategies and habits that can accelerate or disrupt learning. You will begin to understand the importance of engaging in complex decision making to select, adapting and critically evaluating teaching practices in appropriate and purposeful ways to respond to your students' learning needs.

Prerequisites

Nil

Learning Outcomes:

On successful completion of this unit, you should be able to:

1. demonstrate knowledge of the role of the brain, memory and memory systems in learning by considering novice and expert learners and explain how brain development and neuroplasticity influence knowledge acquisition during progression towards mastery
2. critically evaluate common neuromyths and explain how they conflict with current research on brain function and impact evidence-informed teaching practices
3. apply principles of cognitive load theory to recognise and address cognitive overload in learning environments using evidence based effective teaching strategies
4. reflect on your development as both a learner and a teacher by drawing on insights into learning strategies, teaching practices, and the cognitive, social, and emotional dimensions of knowledge acquisition
5. demonstrate knowledge of the structures, policies, behaviours, practices and requirements of the profession including frameworks and legislation that guide the teaching profession such as curriculum, child safety, teacher standards, improvement frameworks and professional codes of conduct and ethics.

Assessments

Assessment Task	Weight
A1: Quiz/Test – 800 words	20%
A2: Case Study Analysis – 1600 words	40%
A3: Teaching Strategy Presentation – 1600 words	40%
A4: ALLND and PPC Quizzes	Hurdled, N/A



MCD8058 – Learn to Learn, Learn to Teach (Primary and Secondary) *CONTINUED*

Requirements to Pass the Unit

- Students must achieve an overall mark of 50% or higher to pass this unit.
- Students must achieve 100% for each ALLND and PPC Quiz to pass this unit.

MCD8059 – Fostering Classroom Culture (Secondary Education)

Description

This unit focuses on establishing learning environments that scaffold positive practices and manage learner behaviours. You will explore a range of teaching strategies, models and theories that will enable you to create structured, safe and positive classrooms that respond to diverse whole school behaviour frameworks using consistent rules and routines. You will be provided with practical examples and scenarios that frame ways to build positive relationships in both physical and virtual spaces. In this unit you will explore, design, and prepare teaching environments that enhance learning through personalised goal setting. You will rehearse how to respond to diverse behaviours in ways that prioritise learning and ongoing teacher-student relationships. You will be supported to consider your role in student behaviour and the skills you need as a teacher to foster and maintain a positive learning environment.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Demonstrate enhanced professional knowledge to create and maintain structured, safe, and positive, learning and teaching practices that ensure effective rules and routines in online and face to face environments.
2. Demonstrate the ability to develop and apply effective responses to consistently manage challenging behaviour and support a positive learning environment
3. apply appropriate theory-informed learning and resources to support proactive practices and enable goal setting for learners
4. identify and embed proactive practices that build positive relationships in lessons, units and term planners, that support ongoing, inclusive and safe learning environments within whole school behaviour frameworks.

Assessments

Assessment Task	Weight
A1: Rehearsing and reflecting on classroom management skills and practices	50%
A2: Planning for managing learners and learning environments	50%

Requirements to Pass the Unit

- Students must achieve an overall mark of 50% or higher in order to pass this unit.