440-AB Graduate Diploma in Environment

Year and Campus:	2009
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	
Contact:	Contact
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Course Overview:	The Graduate Diploma enables students to take undergraduate subjects, from across several faculties, as part of a Graduate qualification.
Objectives:	These courses assist students to complete an undergraduate major in an area not covered by their prior undergraduate qualification, as preparation for transition to the Postgraduate Certificate or Postgraduate Diploma within the Graduate Environmental Program.
Course Structure & Available Subjects:	N/A
Entry Requirements:	You will gain entry to the Graduate Diploma or the Graduate Certificate if you have:  • an undergraduate degree in an unrelated discipline.
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.   t is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a>   services.unimelb.edu.au/disability
Further Study:	Postgraduate Certificate in Environment; Postgraduate Diploma in Environment; Master of Environment.
Graduate Attributes:	Graduates develop strong multidisciplinary understandings and research skills based around environmental issues. Collaborative learning and group skills are enhanced. Students engage with critical social questions thereby enhancing their capacity for critical thinking and contextual application of disciplinary knowledge.
Generic Skills:	Multidisciplinary and trans-disciplinary approaches to learning. Collaboration, and critical investigation.
Links to further information:	http://www.environment.unimelb.edu.au

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