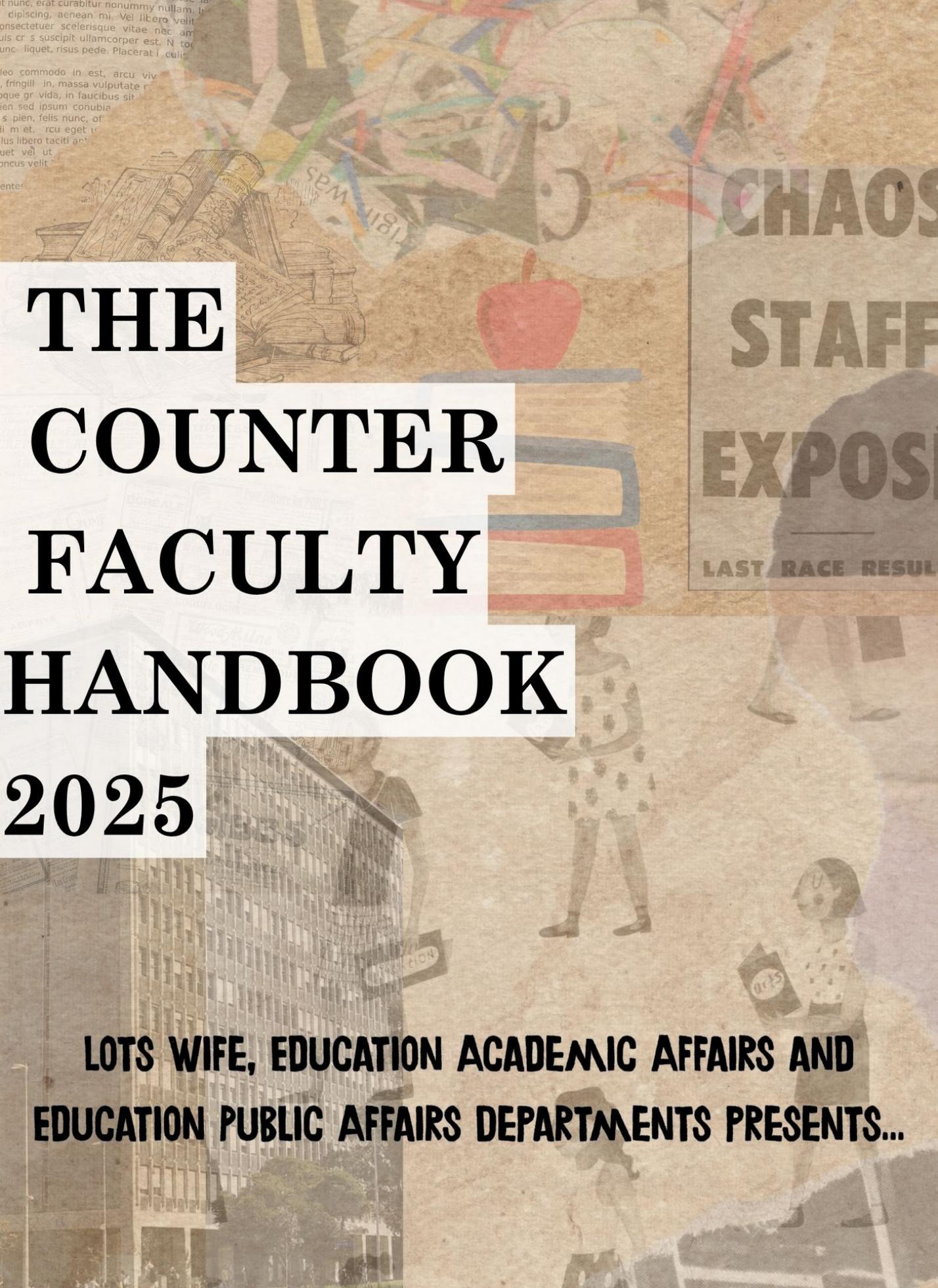


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THE COUNTER FACULTY HANDBOOK 2025

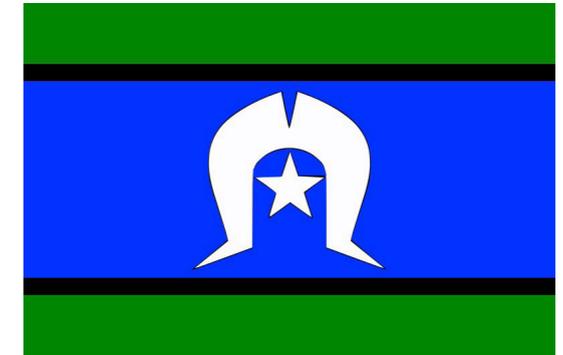
CHAOS
STAFF
EXPOS
LAST RACE RESULT

**LOTS WIFE, EDUCATION ACADEMIC AFFAIRS AND
EDUCATION PUBLIC AFFAIRS DEPARTMENTS PRESENTS...**

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Acknowledgement of Country

The MSA acknowledges and pays deep respect to the people of the Kulin Nations, who are the Traditional Custodians of the land on which we gather. We recognise their enduring connection to Country, community, and culture, and we honour the sovereignty of Indigenous peoples, which was never ceded.

We acknowledge the Wurundjeri and Boonwurrung peoples as Traditional Custodians with cultural and historical ties to the Clayton area. While neither group has been formally recognised under current legislation including the Native Title Act 1993, the Aboriginal Heritage Act 2006, or the Traditional Owner Settlement Act 2010 as the official Traditional Owners of this land, we affirm their continued custodianship and cultural responsibilities.

MSA is committed to standing in solidarity with Indigenous communities in the ongoing struggle for justice, truth-telling, and meaningful reconciliation.

A Note from the Editors

Welcome to the Counter Faculty Handbook 2025, your one-stop, no-nonsense guide to navigating your uni degree with a bit more clarity and a lot more honesty. After nearly a decade without a proper student-driven handbook (yes, the last one was in 2016), we decided it was finally time to bring it back. Why? Because choosing units shouldn't feel like a game of roulette.

This book is packed with real reviews from real students who've been through it all. We're talking about the tutorials that changed lives, the lectures that made time stand still, and the assignments that left people wondering if their tutors were secretly testing psychological endurance. This isn't just a collection of random opinions. It's the product of countless late nights, far too much Red Bull, and a terrifying amount of screen time. Every entry has been curated, filtered, and formatted by students who know exactly what it's like to sit in your seat.

We've included only those units that received enough reviews to paint a reasonably accurate picture. You'll get a clear sense of the teaching style, the assessment load, and whether or not you can coast through without showing your face in too many lectures. The most celebrated units were those where the staff genuinely cared, tried to make dry content interesting, and offered support that didn't feel like pulling teeth. On the flip side, the most common complaints came from units overloaded with content, taught at breakneck speed, or delivered in a way that assumed students already had an encyclopedic knowledge of the subject matter.

Across the board, we noticed some recurring themes. Students want relevance. They want content that feels connected to the real world. They want staff who are approachable and assessments that test understanding rather than just endurance. And, more than anything, they want transparency.

That's what this book is. It's transparent. It's imperfect, opinionated, and sometimes petty — but always written with the hope that it helps you make better choices. Whether you're picking electives, mapping out your core units, or just wondering what on earth you signed up for, keep this handbook close. It's your best shot at knowing what you're in for, before the census date sneaks up and it's too late to bail.

So take a deep breath, flip the page, and remember — university is a mess, but at least now you've got a map.

***With love, caffeine, and a little sarcasm,
The Editors***

MSA Departments and Divisions

President

Treasurer

Secretary

*Education
(Academic Affairs)*

*Education
(Public Affairs)*

Activities

*Creative and Live
Arts*

Welfare

Indigenous

*Environment and
Social Justice*

Womens

Queer

*Disabilities and
Carers*

People of Colour

*Residential
Community*

MUISS

MAPS

Clubs and Societies

Radio Monash

A Note from the MSA President

Hello and welcome to the Counter Faculty Handbook for 2025!

Though this handbook has slowly disappeared over the years, we've decided it's more relevant than ever as we approach a new era of education. Thus, the Counter Faculty Handbook is back and better than ever.

This handbook is based on the collective principles of solidarity, transparency, and a commitment to student voice - something the MSA prides itself on. While many official resources exist, such as our regular handbook or website, we as students are not always prepared for the challenges of our units. Though a handbook may seem like a minor addition, it represents one of many policies and campaigns the MSA is advancing this year. For many, the MSA is synonymous with free food, discounts, and live music. However, student unions, particularly the MSA, are so much more than that.

The MSA has resisted the introduction of Voluntary Student Unionism (VSU) introduced by the 2005 Howard Government, which saw many unions go defunct. In fact, the MSA has brought in many of the wins you might now take as standard. For example, in 2024 we campaigned alongside the Academic Board to reduce late penalties from 10% to 5%. We partnered with organisations like the NTEU to stand up for student learning conditions (which are synonymous with teaching conditions). We even secured free Friday parking. What makes the MSA particularly special is that we are one of the only organisations at the University that runs for students and is run by students. All our office bearers, myself included, are students just like you, meaning we have lived (and living!) experiences navigating Monash student life. Instead of serving as a mouthpiece for the university, we want to represent you. The MSA is continuing its advocacy for improved lighting to ensure students feel safe after hours and pushing for study spaces to remain open 24/7. We aim for all students to get the best out of their university experience.

This year, the MSA is embracing transparency and divestment. We're challenging the university's partnership with Woodside Energy, advocating for free speech and academic freedom, and opposing restrictive measures like the Principles for Creating Safer Classrooms and the New Student Code of Conduct. We're also addressing racism reports and advocating for special considerations on religious holidays.

If the above doesn't concern you, we're still continuing free food drops to reduce food insecurity, advocating for a permanent campus food bank, and hosting great artists during Wednesday Sessions.

The MSA executive and office bearers aim to be highly accessible this year. If you see us on campus, or wish to chat, our inboxes and office doors are always open. Looking forward to the year ahead with everyone!

In solidarity,
Sasha Braybrooke
2025 MSA President

Introducing the Education (Academic Affairs) Officers



Hi Everyone,

We're Naomi and Paul, your 2025 MSA Education Academic Affairs Officers. We work to represent and advocate for students in academic matters. We aim to ensure you get the education you deserve by ensuring the university is making decisions that are fair for all students and that your faculties are following their policies. We also advocate for targeted university policy change to ensure that university policies are compassionate to the needs of a diverse student body.

We oversee the MSA Academic Affairs Committee, a committee featuring student representatives from all the major schools and faculties at Clayton Campus. These student reps act as a link between the MSA's advocacy and the student body keeping us informed of the needs of all students and helping us target our advocacy.

Another of our key responsibilities is the coordination of student representatives to serve on university Academic Progress Committee Hearing panels. APC hearings are held for students who are at risk of being excluded (uni speak for being expelled) from Monash for failing to reach progression milestones in their degree. The student reps on these panels have full speaking and voting rights and serve to give the

other staff members on the panel a student perspective. These student reps can be the difference between a student continuing studying or ending their time at Monash so making sure these students are well trained is not a responsibility we take lightly. In the past the EdAc Office has been involved with several campaigns including the changes to late penalties made in 2024 and the safety net policies implemented through Covid. This year we are working to advocate for more flexible special considerations especially for students' religious and cultural commitments, stricter rules about when units can have group assignments and the implementation of a universal submission time.

Of course, we don't fight these battles alone and work closely with the Academic Board reps, MSA Education Public Affairs Officers, MSA Executive and MGA because we're more effective when we advocate together.

If you have concerns or feedback you think we can help with please don't hesitate to reach out via email (msa-education@monash.edu) or come past our office (next to Sir John's Bar).

Thanks,
Naomi and Paul

What is the Academic Board and What Do Your Representatives Do for You?

Hey everyone!

My name is Naomi and I'm one of your Undergraduate Representatives to Monash's Academic board for 2025. I'm writing to re-introduce you to the principal academic body of the University. One that affects nearly every part of your education, regardless of if you've heard of it before.

So, a brief rundown; Academic Board is where the university makes decisions about academic policy. These include decisions such as course structures, assessment rules, grading standards and more. In short it helps set the academic framework we all follow.

Members of the academic board fall into three categories.

Ex Officio:

- This includes people like the Chancellor, Vice-Chancellor, the Provost, faculty deans and other designated members of senior academic management.

Appointed Members:

- This includes deputy/associate deans of faculties, heads of departments and others. These members are all appointed by the dean.

Elected Members:

- This is where members of faculty staff and your student representatives like me come in.

There are also several standing committees of Academic Board which are more specialised and work to provide recommendations to the full board.

These include:

- Steering Committee: they help shape the agenda and direction of the board.
- University Education Committee: they focus on coursework programs, assessment and learning quality.
- Monash University Research Committee: they cover research strategy and policy.
- Graduate Research Committee: they oversee PhD and other higher degree research matters.

So now that you've been brought up to date with what our university Academic Board is, let's take a look back at what it has achieved in the past couple of years.

Reduced Late Penalties (2024)

After sustained lobbying, standard late submission

penalties were reduced from 10% to 5% per day. This win helps students who struggle with unexpected challenges, work commitments, or simply need a bit more time.

Safety Net Policy (2020–2022):

During the worst of the pandemic, undergraduate representatives to the Academic Board fought for the implementation of an Academic Safety Net, which meant you could exclude units from your WAM/GPA after results were released. It was one of the most student-protective measures in Australia during that time.

Short Extensions (2021)

In 2021 students could receive up to 5 days off without needing to apply for special consideration or provide extension documentation. This policy gave students flexibility when dealing with short-term issues like minor illness, work clashes, or personal stress. It's important to note that these 5 days were rolled back to 2, but we are currently hard at work trying to bring this back for you.

These have all been huge undertakings by your Undergraduate Representatives to the Academic Board over the years and be rest assured that we are still working to fight for you this year and into the future.

This includes things such as:

- The implementation of a Universal Submission time
- A 50% cap on assessment weightings
- Reform to the Student Academic Progress Procedure Policy
- A review of group assessments
- An extension of the WDN (withdrawn) Grade Deadline

Monash still has a very long way to go, but student voices and concerns are integral to guide the path our university takes forward.

If you've got feedback, concerns or would like to get in touch with me as one of your Undergraduate representatives to the Academic Board, do not hesitate to reach out.

Contact me at ndre0001@student.monash.edu.

Kindly,
Naomi

What is the Education (Publication) department about?

The MSA's Education (Public Affairs) Department is here to advocate for the best study experience and outcomes. Connecting with students from across the diverse Monash Community to understand the issues you're facing, and work to influence education policy at the university, state and national levels.

This year, Madi and Jos (your 2025 EdPub officers) are kickstarting an Education Action Group where students can express their dissatisfaction with classroom sizes and fight back to defend our right to a decent, affordable education - it all starts with class sizes.

Follow the EdPub instagram to stay updated on the campaign and to learn more!
@education.msa

Student Advocacy and Support @ Monash

The MSA Student Advocacy and Support (SAS) service is an independent, confidential resource available to all Monash students. Whether you're feeling overwhelmed, unsure about a university policy, or preparing to communicate with Monash staff, SAS is here to support and guide you. We can provide clear information on university-related issues, help you interpret policies and procedures, and assist you in understanding formal communication from the University. If you have a meeting, hearing, or discussion coming up with Monash staff, we can accompany you — in person, online or over the phone — to ensure you feel supported and confident.

If you're drafting an informal complaint, grievance, appeal, or any official correspondence, we're happy to proofread your work and offer suggestions on structure and content. While we won't write these documents for you, our goal is to help you advocate for yourself by understanding your rights and responsibilities. We can also act on your behalf where appropriate and connect you with other services that may be better suited to your needs.

There are a few limits to what we can do. SAS cannot provide legal advice, assist with matters outside your Monash experience, or engage in anything unsafe, discriminatory, unlawful, or against MSA policy. We will also withdraw support if a student engages in vexatious claims or behaves aggressively toward SAS staff, other students, or Monash personnel.

To learn more about how SAS can support you — including help with special consideration, grievances, exams and assessment issues — visit:
monashstudentassociation.com.au/services/student-advocacy-support

Meet Your Disabilities and Carers Office Bearer!

Hi! I'm Charlotte, and I'm incredibly excited to be your 2025 Disabilities & Carers Office Bearer.

I'm deeply passionate about disability and carer advocacy, and I'm committed to ensuring that disabled students and student carers feel seen, supported, and empowered in every part of university life—academically, socially, and beyond.

This year, the Disabilities & Carers Department at the MSA is focused on tackling the systemic challenges that students with disabilities and carers continue to face. We're working on several advocacy projects that aim to create long-term, meaningful change across campus and improve how institutions respond to accessibility, inclusion, and support needs.

But just as importantly, our department is here to build a strong, supportive community. This community is for students who are disabled, chronically ill, neurodivergent, have mental health conditions, live with hidden disabilities, don't yet have a formal diagnosis—or who simply identify with the space we provide. If you're not sure whether that includes you, please come and have a chat with us! You're welcome here.

While we're not the official Disability Support Services (DSS), we are here to help you navigate that system. We can support you through registering with DSS, advocate for you if you're having trouble accessing the support you need, and help you work through any access barriers you might encounter—whether or not you're sure they "count." If something is making uni harder for you, let's talk about it.

Our department is led by students with lived experience, so we know firsthand how complex and exhausting uni life can be when you're juggling health, care responsibilities, or access challenges. Our emails, messages, and office door are always open. Whether you need help, a friendly chat, or just a quiet space to decompress—we're here for you.

You can find us in Room 102 of the Campus Centre. The lounge is designed to be a calm and welcoming space—with comfy couches, snacks, fidget toys, and other little things to make your day a bit easier. It's perfect for taking a break from the chaos, or just getting some study done in a quieter, more relaxed environment.

Come say hi, reach out, or get involved in our events and initiatives. We can't wait to meet you.

With warmth,
Charlotte
2025 Disabilities & Carers Office Bearer



Shopping List

If you require any kind of support throughout your time at Monash this is a list of things you can request from Disability Service Support (DSS) at Monash in order to get the most out of your education.

Items List

1. Changes to group work requirements
2. Preferential timetabling
3. Lab experiment equipment set up by assistant
4. Auslan interpreting
5. Learning materials available in Braille
6. Loans of mobility scooters
7. Assistive technology rooms in libraries
8. Resting rooms around campus
9. Loans of equipment including hearing transmitters, portable hearing loop systems, and recording devices.
10. Student Academic Success offers two 25-minute consultations with learning advisers per week for students who are registered with DSS
11. Flexible attendance
12. Flexible deadlines
13. Closed captions for lecture materials
14. Not being marked down for spelling errors where context is clear.
15. Written transcripts of lectures.
16. Assistive reading technology
17. Note takers during class
18. Changes to specific assessment criteria
19. Extra time for timed assessments
20. Rest breaks during timed assessments
21. Alternative assessments
22. Reasonable adjustments to placements
23. Classes in accessible classrooms

Alternative Arrangements for Final Assessments

1. Exam timings
2. Not having more than one exam on the same day
3. No evening exams
4. Changing start and end time of exam on the day it is held
5. At least one day between exams
6. Rest breaks
7. Extra writing time
8. Use of a laptop
9. Scribe (can read and write as much as your exam that you would like), you often meet them a few days before your exam.
10. Use of a laptop
11. Standing desk
12. Ergonomic chair
13. Assistive technology
14. Private room
15. Extra writing paper/online exam printed for you in hard copy to read and write on alongside your online exam
16. White/brown noise
17. Room specific requests (e.g. low light, window)
18. Having from home online exams changed to be on campus with any of the above accommodations
19. Having on campus exams changed to online (with virtual supervision).
20. Exam via zoom supervision and not e-exam platform
21. Where e-exam platforms and supervision are used, notes for consideration can be added and viewed by the supervisor on the day.
22. Permission to bring other things to exams (e.g. fidget toys, snacks, cushions)

Notes :

This is not an exclusive list, you can ask for more accommodations to suit you

MSA 2025 Academic Glossary

Allocate+	Online class allocation system accessible from any computer. Students can browse available time slots for all enrolled activities and specify personal preferences.
C, Credit (grade)	'C.' After each assessment task and examination you'll receive a result that will generally be a numerical grade out of 100, which correlates to a letter grade. C represents a score of 60–69.
Capstone Unit	Capstone Units are units undertaken in your third year of study at a third year level. Capstone Units allow you to demonstrate that you have achieved the skills and learnt the material throughout a specific area of study. A Capstone Unit may also require an associated internship or research project.
Core Unit	Within your degree, your faculty may also require you to take some units that are compulsory, which means they must be completed in order to successfully complete your degree.
Cornerstone Unit	Cornerstone Units are units undertaken in your second year of study at a second year level. Cornerstone Units act as units that enable you to show that you have solid knowledge in the specific area of study.
D, Distinction (grade)	'D.' After each assessment task and examination you'll receive a result that will generally be a numerical grade out of 100, which correlates to a letter grade. D represents a score of 70–79.
Electives	Also known as Single Units. In your degree you may have the option to select Electives, or Single Units. When you choose an Elective or Single Unit they can usually be from any area of study and sometimes units from a different faculty. However, you must remember when selecting electives that some units may have prerequisites such as studying a gateway unit beforehand. Some faculties also may require that you ask for permission from the unit coordinator of that unit before you can enrol in it and study in it.
F, Fail (grade)	'N.' After each assessment task and examination you'll receive a result that will generally be a numerical grade out of 100, which correlates to a letter grade. N represents a score less than 50.
Fail Grade Only	'NGO.' After each assessment task and examination you'll receive a result that will generally be a numerical grade out of 100, which correlates to a letter grade. NGO represents a score less than 50.
Full-Time Study	Up to 24–18 credit points per semester, which is around four or three units a semester, and up to 48–36 credit points per year.
Gateway Unit	Gateway units are introductory units in your first year of study. Most of the time gateway units are prerequisites if you want to complete more units in a discipline.
Grade Point Average (GPA)	'GPA.' Your GPA is a one digit grade that incorporates the average results you have received for all units. Each result you have received from your units is combined to receive an average mark, that ranges from 4.0 – 0.0: High Distinction – 4.0; Distinction – 3.0; Credit – 2.0; Pass – 1.0; Pass – 0.7; Fail – 0.3; Withdrawn Fail – 0.0
HD, High Distinction (grade)	'HD.' After each assessment task and examination you'll receive a result that will generally be a numerical grade out of 100, which correlates to a letter grade. HD represents a score of 80+
Major	Throughout the period in which you will be studying, you will be required to have a Major – three years of study in a discipline, this totals up to 48 credit points. Majors usually require Gateway Units that must be completed, as well as Cornerstone and Capstone Units.

Minor	Two years of study in a discipline, that totals up to 24 points in your degree. Minors usually require Gateway Units that must be completed.
N (grade)	See Fail
NGO (grade)	See Fail Grade Only
P, Pass (grade)	'P.' After each assessment task and examination you'll receive a result that will generally be a numerical grade out of 100, which correlates to a letter grade. P represents a score of 50–59.
Part-Time Study	As a student you also have the choice to Under-Load and study Part-Time, which means less than 18 points a semester, which can be around two units, or one unit per semester. It's important to remember that sometimes Under-Loading can be better as there are other commitments you may go through as a student such as part-time work which can be demanding. It's better to have a balance you can cope well with and take another year studying than to fail a unit
Prerequisites	Throughout the period in which you will be studying, you may be required to study specific units, as they are mandatory for other units in your degree.
Remission of Debt (RoD)	'RoD.' You can apply for a Remission of Debt for a unit which you have withdrawn from, if you have experienced exceptional circumstances beyond your control as outlined in the application form. You can access the application here: http://bit.ly/1XtQVMm
Sequence	A Sequence is two units undertaken in the same area of study. Faculties may define what can be recognised as a Sequence.
Single Units	See Electives
Student Services and Amenities Fee (SSAF)	See Student Services and Amenities Fee
Under-loading	See Part-Time Study
Unit Guides	For every unit you will take there will be a Unit Guide released on the Moodle Page for that unit at the beginning of each semester. Keep your Unit Guide near and dear to you! Your Unit Guide will have a schedule of the semester containing the topics for each week, a list of the texts and readings for that week, when assessments are due and details including the weighting of assessments and requirements. There is also information about the unit coordinator, lectures and tutors, as well as different academic policies and procedures that you must follow.
Weighted Average Mark, WAM	'WAM.' Your WAM is your average mark you have achieved through all your completed units. Your WAM also incorporates the year level of your unit with first year (undergraduate) units having a weighting of 0.5. All other years have a weighting of 1.0. The credit points of your units are also incorporated in your WAM. E.g. WAM of 75.60 equates to 75.6 per cent average.
WES	The Monash Enrolment System. Your Unofficial Academic Record can be accessed via WES, as well as your fee statements and yearly SSAF Fee.
Withdrawn (WDN)	If you choose to withdraw from a unit by the first census date (31 March, 2016 for semester one and 31 August, 2016 for semester two), Withdrawn (WDN) will not appear on your academic record, and you will not incur unit fees.
Withdrawn Fail, WN, WNGO (grade)	If you withdraw from a unit after the second census date (2 May, 2016 for semester one and 26 September, 2016 in semester two), WN or Withdrawn Fail will appear on your academic record.
Withdrawn Incomplete (grade)	'WI.' If you have received a fail grade you can also apply for a Withdrawn Incomplete grade on your academic record, if you have experienced extreme circumstances beyond your control. If you would like to apply for a WI, you are strongly advised to obtain advice from a Student Rights Officer before you submit your application.
Withheld (grade)	'WH.' Your grade may not be released, due to late submission or other circumstances.



Faculty of Arts

ATS1411: Japanese Introductory I

Rating: ⭐⭐⭐

This unit was an excellent starting point for learning Japanese, especially for complete beginners with little to no prior experience beyond apps like Duolingo or exposure to anime and manga. The content was well-structured, accessible, and covered all the essential basics needed to build a foundation in the language. While the pace picked up quickly by mid-semester due to the amount of content packed into a short time-frame, the unit remained manageable overall. A highlight was Nakajima sensei, who was cheerful, patient, and genuinely supportive. As a first-year student, having such an understanding and encouraging tutor for one of the first in-person classes made a big difference. He was approachable and considerate of students' outside commitments. Although the unit is beginner-friendly, having prior knowledge of hiragana and katakana before Week One is highly recommended, as it helps ease the initial learning curve. This subject is a great elective or foundational step for continued Japanese study.

ATS1305: Introduction to Film Studies

Rating: ⭐⭐⭐⭐

This unit is taught by passionate lecturers and tutors who cover a wide range of theories, applications, and real-life examples. Films studied range from lesser-known titles to major blockbusters, with insightful links to class concepts. Callan Norman, in particular, delivered engaging, discussion-based lessons that encouraged students to connect learning with personal interests. Assessments were manageable, with many students performing well if they stayed engaged. The unit is highly relevant for those interested in media, offering valuable skills in research, analysis, and applying theory to film. Some films may seem unappealing at first but turn out to be surprising and enjoyable gems.

ATS1046: Composition and Music Technology I

Rating: ⭐⭐

The unit starts with informative and insightful composition concepts but becomes repetitive over time, focusing on the same ideas weekly. Students often wish to explore their own interests, such as specific genres or niches. Since this unit has rotating tutors every other week, the class tends to prefer some tutors over others. Students sometimes look forward to certain tutors but not others. Assessments were initially challenging but manageable once understood. The main frustration lies in being restricted to repetitive genres instead of mastering personally relevant styles. This unit suits those interested in contemporary composition techniques and modern notations. However, if you want to explore different composition styles, it may not meet your needs unless the curriculum changes.

ATS1053: Strategic Reasoning in Politics, Philosophy and Economics

Rating: ⭐

The unit was poorly structured, spending over half the semester on a single, repetitive topic that lacked relevance and was not well taught. Later, more interesting content was rushed. The tutor and lecturer appeared qualified but came across as critical and disengaged, showing little passion for teaching. Assignments were frustrating and confusing, with vague instructions and harsh marking. The mid-semester test and final essay lacked clarity and support. Despite its focus on strategic reasoning, the unit offered little practical or theoretical value. Workshops were overcrowded, with limited student engagement and no meaningful interaction with staff. Overall, disappointing and not industry-relevant.

ATS1339: Linguistic Structure and Language Diversity

Rating: ⭐⭐⭐⭐

This unit is engaging and enjoyable, especially for those interested in linguistics. Even without completing all pre-readings, tutorials were effective and helped reinforce learning. Izzy is a fantastic tutor who keeps workshops fun and discussion-based, even during late sessions. Assessments are varied and manageable: 35% from flexible online quizzes, 20% from a short answer assignment, 35% from a final essay with topic flexibility, and 10% from weekly single-question quizzes. The content involves exploring unfamiliar languages and linguistic concepts non-judgmentally. While not particularly relevant to non-linguistic careers, it's a great Arts elective or introduction to a potential linguistics major.

ATS1071: Political Theory in a Changing World

Rating: ⭐⭐⭐⭐

Light weekly workload with 2–3 academic articles and a lecture, most of which weren't essential. Content was engaging and encouraged fun, opinion-based discussions. Assessments were straightforward and enjoyable. Participation marks were easy to earn, making this a relatively relaxed and interesting unit.

ATS2000: From Freud to Friends - Ethnic Identity in Popular Culture

Rating: ⭐⭐⭐⭐

This unit was a standout favourite, offering fascinating content that explored cultures and race through pop culture. It featured ambitious, in-depth discussions on identity and history, making it highly engaging and thought-provoking. Weekly topics were well-structured, with relevant readings and case studies like films or TV episodes. The podcast format was a highlight—accessible, stimulating, and perfect for reflective learning. Lecturers and tutors were respectful and engaging, encouraging critical thinking throughout. Though the workload was high, it was manageable and relevant. As a history major, the focus on critical analysis and cultural context made the unit especially valuable and enriching.

ATS2633: Global Cities - Past, Present and Future

Rating: ⭐⭐⭐⭐

This was my favorite unit, surprisingly enjoyable and educational. It shifted my perspective on city design and how each city has a unique personality. I appreciated the freedom to choose my assessment topics, especially the creative "make your own city guide" task, which is rare in humanities. The lecturers, Seamus and Giles, were fantastic and engaging. The unit encouraged attention to specific city details, highlighting what makes each city distinct. Overall, it was a very interesting and inspiring unit that combined creativity with learning about urban structures worldwide.

ATS2458: Policing

Rating: ⭐

More learning occurred through independent activities than attending class. Ross Hendy is an engaging lecturer who interacts well with students, though sometimes harsh. The assessment load is heavy, including six mini-assessments worth 5% each—one quiz and five 300-word tasks, three of which are group work including a five-minute podcast. Additionally, there is a 1200-word episode guide/book analysis and an 1800-word essay on a book or documentary. The episode guide assignment was frustrating and confusing, with contradictory information and a low class average. The unit is relevant for criminology and policing students. Workshops should focus more on assignment challenges, as limited time hinders completion.

ATS2556: Power Struggles - Anti-colonialism and Anti-racism in History

Rating: ⭐⭐⭐⭐

This unit explores a wide range of topics in anti-colonial and anti-racist history globally. It's highly engaging and informative, shedding light on important yet often overlooked parts of recent history. Lectures and readings effectively prepare students for each topic. Tutors are passionate experts in the field, making classes lively and insightful. The assessments—a group presentation and an essay—are straightforward, allowing for meaningful engagement with the content. This unit is especially valuable for history majors, providing a strong foundation for careers that involve addressing Australia's colonial and racist legacy, which remains relevant in many professional and academic contexts today.

Rating: ⭐⭐⭐⭐

I loved this unit! The content was super interesting, with great readings and lectures exploring global anti-colonial movements—a topic rarely covered in depth. Tony was an amazing tutor who made classes engaging and genuinely fun. The assessments were enjoyable, especially researching a specific country's fight for independence. This unit is definitely valuable for history majors or anyone interested in learning more about anti-colonial history and the struggle against imperialism. A great way to gain deeper insight into global resistance movements and their historical significance.

ATS3271: European Languages - Advanced 2

Rating: ⭐⭐⭐⭐

This unit offers engaging, non-repetitive content that's highly relevant to today's world. It deepens your understanding of Latin and Spanish culture beyond what apps like Duolingo provide. Carlos is an exceptional teacher, his workshops are interactive, practical, and supportive. Assessments are well-structured and ongoing, ideal for reinforcing language skills. Even as a native speaker, I gained academic fluency and expanded cultural knowledge. This unit is perfect for anyone wanting to master Spanish, whether starting from scratch or building on prior knowledge. It combines language, culture, and real-world application for a truly enriching learning experience.

ATS3174: Migrant Cultures in Contact

Rating: ⭐⭐⭐

The unit was reasonably interesting. It offered valuable learning, particularly through in-class discussions led by a well-regarded tutor, Rosa. Assessments were generally manageable, with higher marks being more challenging to achieve. The course provided significant insight into Melbourne, though its strong focus on food studies was unexpected, as this was not indicated in the unit description before enrollment. Overall, the unit delivered useful knowledge but may not fully align with initial expectations.

ATS3903: Leadership, Politics and Power

Rating: ⭐⭐

The content was basic and not particularly engaging, but more practical and grounded than other politics units focusing on political philosophy. Assessment mainly consisted of essays and easy weekly quizzes, with generous marking. While the unit offers little direct relevance for careers in politics or public service policy, it may benefit those pursuing academia. Overall, it provides a straightforward introduction to political topics without significant career applicability outside academic paths.



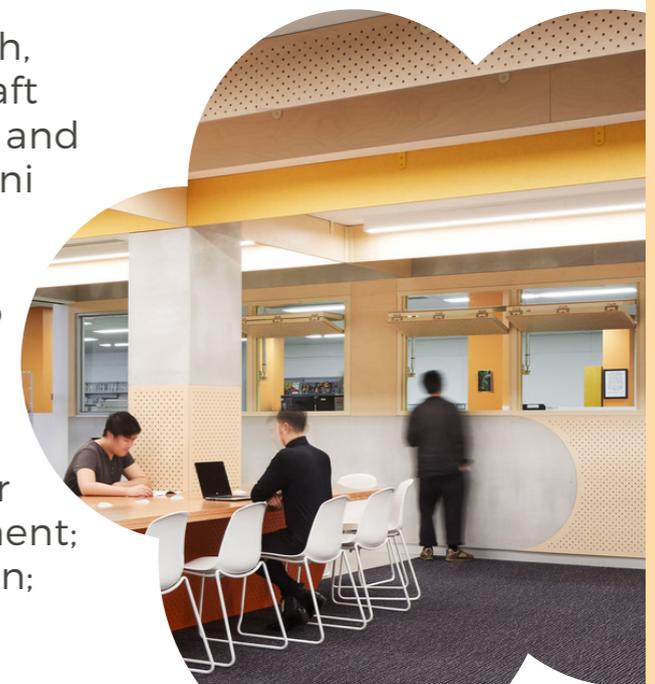
STUDENT UNION RECREATIONAL LIBRARY

This Counter Faculty Handbook is all about interrogating uni life, and what students get up to – but we know you're not *always* studying. You're not *just* a student, you're a whole person! With hopes and dreams and hobbies! That's what SURLY's here for....

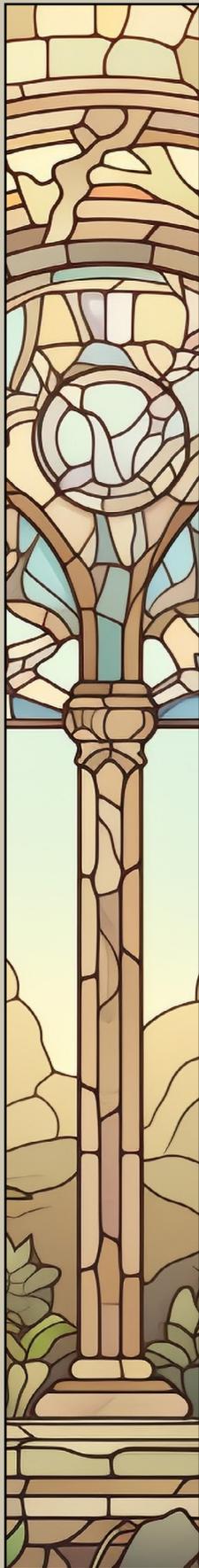
SURLY is the Student Union Recreational Library, upstairs in the campus centre, run by MSA. It's a chill a space for you to hang out (not a silent library!), relax, get creative, & enjoy life beyond academia.

We've got a Nintendo Switch, board games, LP Players, craft corner, beanbags, lounges - and yes, study desks for actual uni work.

The library is also your go-to place for info about MSA services, events & programs. Come up to borrow; ask questions; hang out; try your luck in a MarioKart tournament; enter the poetry competition; or maybe join a book club!



Catch ya @surlymsa



Faculty of Business and Economics

ECC1000: Principles of Microeconomics

Rating: ⭐⭐⭐

This unit covers foundational microeconomic concepts, though the content is generally perceived as dull and delivered without a clear structure or logical progression. Topics were presented in a disjointed order, with different lecturers each week who often lacked awareness of how their material fit into the overall curriculum. The absence of tutorials further reduced cohesion and engagement. The mathematical content was minimal and manageable. Assessments were relatively simple, including weekly quizzes, a multiple-choice mid-semester test, and a final exam. However, the final exam unexpectedly included short and long answer questions, with no prior guidance provided. A practice exam eventually clarified expectations, with long answer questions nearly identical to the real exam. While the unit provided reasonable coverage of microeconomic fundamentals, it lacked depth and critical discussion. Reports suggest the unit structure and textbook were significantly better in Semester 1 under a different Chief Examiner, with a more cohesive and engaging approach to the material.

ECC1100: Principles of Macroeconomics

Rating: ⭐⭐⭐⭐

This unit features very simple content, with a textbook written at an extremely basic level. Students who have completed VCE Economics will already be familiar with most of the material, often in greater depth. Despite its simplicity, the topics are logically structured, with each week building on the previous one. Weekly seminars and tutorials are included, with seminars being helpful and recorded. Tutorials were less useful, with minimal engagement from some tutors and basic questions that could be answered briefly. Assessments included two short answer tests worth 10% each. Although students were encouraged to prepare for practice questions, the actual questions were different enough to prevent rote memorisation. The highlight of the unit was a group project involving a presentation on a period of Japan's economic history and a report analysing the Japanese economy in a specific year with proposed policy solutions. These assessments offered valuable opportunities for research and creativity.

ECC1550: Introductory Mathematics for Business and Economics

Rating: ⭐

This unit is quite difficult for students who do not have a background in VCE Methods or Specialist Maths, even though the lecturer claims it is suitable for those who have not studied maths since Year 10. In reality, the content closely aligns with Methods-level mathematics and can be overwhelming without prior knowledge. The lecturer tends to rush through the material and often makes discouraging remarks, such as calling the content "Year 5 maths" or suggesting it should have been learned in high school. This can make students feel disheartened and unsupported. Although the unit is useful for those planning to pursue economics, it lacks sufficient learning resources for students studying off-campus, providing only lecture slides and a textbook. For students without the recommended maths background, it is highly advisable to prepare using Khan Academy before taking the unit to improve understanding and confidence.

BFX3355: Property Investments

Rating: ⭐⭐⭐⭐⭐

The content is engaging and relevant for both personal and professional use, covering Property Investment from multiple perspectives. Head tutor Michael "Trav" Ciaravolo's energetic and genuine teaching style makes tutorials enjoyable. The unit has a light assessment load with two Moodle tests completed at your own pace and a group assignment, with no exam. It uniquely applies finance concepts using Excel, offering practical experience through tutorial questions. Students finish feeling accomplished in their Excel skills. Prior knowledge of loans, property, basic Excel, and corporate finance concepts will enhance success in this unit, making it valuable for those interested in property-related careers.

BFX3500: Professional Development for Commerce

Rating: ⭐⭐⭐⭐

The unit guides students through exercises to explore career aspirations and preferred organizational types, making it ideal for those who haven't previously reflected on their goals. Tutors Jackie and Peter were highly supportive, offering frank career advice, CV reviews, and recruiter connections. The assessment load is high, with weekly tutorial tasks building toward a comprehensive eFolio or reflection, making attendance important. While some early content may feel repetitive for those familiar with career tests, the structured discussions and tutor engagement provide valuable clarity and mindset shifts that benefit networking and professional development.



Faculty of Education

EDF1079: Digital Technologies

Rating: ⭐⭐⭐⭐

This unit offered engaging and relevant content focused on the use of technology in modern classrooms. It provided valuable insight into the benefits and risks of incorporating technology into teaching and how to use it effectively for student learning. The tutor was supportive and made tutorials enjoyable, encouraging active participation and open discussion. Assessments were well-designed, mirroring real-world teaching tasks such as lesson planning and evaluating tech use. Overall, the unit helped prepare me to thoughtfully implement technology in my future teaching, making me feel confident and valued as a student throughout the learning experience.

EDF5761: Education in Contemporary Contexts

Rating: ⭐

This course lacked specific content, readings, and theoretical learning, focusing solely on completing assignments. Teaching hours centered around assignment guidance, but feedback was minimal. Despite following instructions, many students, including myself, received low scores. The course was uninteresting, and my main regret was not dropping out earlier instead of staying until the end. Overall, it felt unstructured and disappointing, providing little educational value beyond assignment completion.

73-ish Questions: Meet the man behind Sir John's Bar

(Aishwariya) Okay. For the record, could you introduce to us your name and what you do at Monash?

(Richard) My name's Richard. I'm the bar manager at St. John's Bar. Have been for seven years and a bit.

Okay. I'm gonna be asking a whole heap of questions, but a lot of them are like one line answers, so, okay. So, Richard. What really inspired you to step behind the bar and run Sir Johns?

Sir Johns specifically, I think it was the work life balance, working Monday to Friday, weekends off, most nights off. After doing almost 20 years of late nights and. Um, 50 to 80 hour weeks, it was a nice change of pace.

I like a good work life balance. It gives you more time with Louis. How would you describe Richard behind the bar in three words?

Direct, high standards.

Pedantic?

A little bit, [and] diligent.

I assume you have experience bartending as well as now running your own bar, what has been the most glamorous or enjoyable part of your journey?

Getting to do a lot of private events. Back in London when I, once upon a time, lived there, I used to work for a cocktail bar that was like one of the best in the UK, if not the world. And we used to do the Zandra Rhodes fashion show. We'd go along, set up a bar for her, lovely old woman, serving celebrities, royalty, getting free tickets to, private boxes to watch Metallica, NBA, that sort of thing. Getting flown across to Jack Daniels distillery in Tennessee. The Moet and Chandon Chateau in Champagne, having three Michelin Star chefs cooking for you.

Can you give me the goss on your first ever shift at Sir John's?

Oh, first ever shift? God, that was a long time ago. There was a lot of uncertainty because the previous manager had only worked there seven months or something. And he'd left just before Christmas. So I came into the new year with the bar being redecorated and a lot of the staff were, uh, nervous about what I was gonna do, um, and change things up. So there was a lot of apprehension and yeah.

On campus, where do you get your coffee from?

The bar

Is it the best coffee on campus? Of course. So you've seen it all. What's the one thing that still, when you start your day, constantly surprises you about running a student bar?

I'd like to say I'm used to it, but I'm not. It's just people's stupidity. It's just they don't read, they don't follow instructions. They just walk around in a daze most of the time. And that's 25 years I've been doing hospitality. It is a constant, every venue I've worked in. It's not just student bars, it's just life.

All right, who would you say your icon is and what do they inspire in you?

I don't really have an icon. Back in London I worked with a few people that helped me develop massively, multiple general managers, operations managers, HR. It's been lots of people over the years. I wouldn't say I have one particular person who I look up to and yeah.

Yeah, that's fair. If there's one lesson you've learned running the bar, what has it been?

Plan, planning. Just plan everything. If you fail to plan, you plan to fail. It's so true.

It's a good piece of advice, even if it's a little bit over-used. If you had to give your younger self any advice, what would it be?

Heaps. I don't know. There's heaps, you're constantly learning. And I guess things will get better.

That's nice. What makes Sir Johns bar the destination for students at Monash?

It's a very friendly, welcoming environment. You can study and catch up with friends. It's a safe environment to drink alcohol. Fairly good food at reasonable prices, despite what some people say. And the staff are very welcoming for the most part, unless there's an idiot.

In the eight years that you've worked here, what's still a very memorable moment that you've had?

Probably the first big event I ran, it was run by CEME. There was a female DJ, she was from Triple J, one of the house DJs. They hyped it up and said that it was gonna be like a thousand people and like 150 rocked up. So I was just like, right. Okay. It gave me a better expectation level of events.

Okay. If you could add any drink to the menu, what would it be?

Old fashioned.

Fantastic drink. Um, what's one drink you'd never want to see off the menu at Sir John's?

Beer.

Okay. So if you had to pick between scotch or beer, which would you go?

I'd pick beer. Beer, you can have most times of the day, scotch, you can't have too many.

True. What is the most unexpected thing that students love about Sir John's Bar that you think?

It's kinda like a backhanded compliment, but a lot of people are surprised at the quality of the food. They go, 'oh, that was actually really good'. I don't know what they were expecting so I think that's the thing that always kind of is a nice surprise.

If you could move, the location of Sir John's anywhere. Would you change its spot and if yes, where would you change it to?

Absolutely. 100% move it. It's in the worst location for a bar and campus center. I would move it to the ground floor. I mean, let's just take over Monash Connect, shall we? Or I don't know, the old 'Taste Baguette' that was in Menzies. So long as it's ground floor in Central mainly. Something more accessible, and more visual. A bigger space, a better kitchen, better facilities.

All right. What's your dream for Sir John's Bar in the next decade?

To get a prime location in the new updated campus center. With a full, fully fitted kitchen. Mm-hmm. Um, so we can expand the menu, drive costs down, and train staff to do more things. Um. Yeah.

If Sir John's bar had its own fashion line, what would it look like?

Dark. Like black. We'd probably throw some colors in, maybe the logo in the style of our menu. Maybe some colors, a bit crazy but overall black, a really muted fashion line though.

What's your go-to drink at Sir John's?

Coffee.

Yeah, that's fair actually, what drink is every first time visitor at Sir Johns Bar required to try?

A thick shake. My go to a strawberry which is contentious.

I agree. That's an awful choice. It's on point for you when you think about it. They're very good thick shakes, though. Okay. We all know that Sir John's bar has run events at nights and whatever. What's the se-

cret ingredient to making those nights?

I think it's the vibe that the organizers and DJs create. It's something that we've said in hospitality, you could have the worst drinks, the worst. decor or venue, but if you get great service, you'll keep coming back. It's the vibe. It's the overall vibe. You know, I've been to some absolute hellholes of bars, but because of the vibe there, you keep going back, 'cause you enjoy it.

If your job as a bar manager was a cocktail, what would it be? And you can't say old fashioned

Negroni

Nice, What drink is best at capturing the essence of Sir John's Bar?

Sex on the beach.

Very fun. Yeah. Okay. Mm-hmm. If you could host any celebrity for a night at Sir John's, who would it be and what would you serve them?

Oh, just one?

Yeah. I'll let you have two.

Alright. Um, Jimmy Car, just for fun. He's also incredibly intelligent. You could have a good conversation with him and maybe someone like Graham Hancock or Randall Carlson. I'd probably go for a selection of spring rolls, chicken wings, um, maybe some snack packs, and drinks of course.

I'm not gonna tell you from whom we've heard this, but apparently you have some of the best chips on campus. What's your secret to making them so good?

You have to buy the right type of fry to begin with and then they have to be fairly fresh. Don't always cook them to order, sometimes if you leave them for a few minutes, they're just right. And seasoning is crucial.

Are there any special things you put in our seasoning, or is that a trade secret?

That's a trade secret. Trade secret.

Why have you gotten rid of the wedges?

Because we only have a double fryer and a solid top to do our cooking on. We have an oven, but we're not using that as much this year. But when you have a number of orders come in and you've got say a veg snack pack, which means Haloumi needs to go in the fryer, you've got veg, spring rolls, - needs a fryer, chicken wings needs a fryer, fries, gems and wedges. And wedges take twice as long as fries and gems. People also love the gems, it's a point of difference. Maybe if you're following our socials

and you see our weekly specials, it may be coming back for a week only.

For one week only. Alright.

And just FYI, the staff hate Wedgachos.

Haha what drink would you recommend for someone who's just finished an intense study session and needs a serious pick me up?

Espresso Martini. That was a good one. Classic. I was trained by the guy who created it, so the original recipe. Dick Bradsell. He's a very nice guy.

Wow. Okay. I'll be, I'll be coming back to get one of those at the end of this. If Sir John's was to receive a makeover, what modern twist would you add whilst still keeping the essence of the place?

It won't happen, but I'd love some live fire. Like cooking charcoal. Whether it's a wood-fired oven or just a grill. I feel that smoke and wood transform food, and you could make your own sourdough dough for pizza.

If you could add new experiences or events to Sir John's, what would they be?

I think an experience night where you have life skills or life lessons. It could be anything from learning how to butcher meat, to making a risotto, to using drills. Like giving you life lessons, things that a lot of people these days have zero knowledge or experience of. You'd have evenings with experts coming in and they get some nibbles and they get some hands-on experience. Bit of history, bit of knowledge, because knowledge is king.

Of course. If you could collaborate with any brand, who would it be with?

I have no clue. I mean, we already collaborate with Furphy, uh, Red Bull, probably a few others. I generally don't like big companies 'cause they're heartless and soulless.

Do you reckon your dog, Louis, is their true heart and soul of Sir John's?

No

So Louis has no place in Sir Johns then?

Well, no, he's not even really meant to be in there, until he gets his service dog accreditation, which can't happen until he's legally mine.

I think my staff are okay. I try to keep a hands off approach to it as much as possible, because I want the staff to have an ownership of it. And, you know, if it's

not going well, it's on them. Okay. Accountability, if it's going well, it's on them. Think of it like firefighting.

We do love Louis. Do you think Sir John's should be the heart and soul of Monash?

I think, and to be honest with you, if we're gonna have a new campus center, I think Sir John's and Whole Foods should be next to each other, and hybrid. Because I like their ethos, I don't like how they go about it. But I like their ethos.

So you have a fair bit of trivia events here. What has been your favorite pub trivia question?

All of them? So many, I think the one that stands out is can you hear a lion Roar three miles away? That's them claiming their territory. So they listen for how many roars there are, to determine whether or not they should go into that territory to contest it.

So does that mean that a Lion's territory is a three mile radius then?

Much bigger, but they patrol it all the time. So they're constantly moving around. And lions are weirdly social animals. They have a hierarchy, but researchers learned that they actually count how many are in other packs, and how many are on their own.

That's really cool. Yep. Okay. I should be going to more trivia events. What is the one event you think all students or every student should experience at?

I think Trivia night. It's good, good fun.

Okay. Which carpark do you like best when driving it to Monash?

Pretty much every single car park is exactly the same distance from here except for the one over by the medicine building, on the corner next to the kindergarten. It's the closest car park, but it's always full 'cause there's only like 10 spots. But they're all the same distance walking. If you park in N1 on the ground floor, it's also the least amount of speed bumps you have to go over.

Yeah. N1 has an atrocious amount of speed bumps. Personally, I'm a LTB, red parking kind of gal. Okay, what does a day in the life of Richard look like before Sir Johns opens its door.

Mostly checking emails. Planning ahead for what we've got ahead of us today. Turning on a lot of machines. Ovens, grill tops, fires, coffee machines, especially dishwashers, and kind of catching up with staff.

Okay. There's a lot of that goes into keeping a bar running. What's your biggest behind the scenes hack

for success?

Staying on top. But the minute that you let it get away from you, it's so much harder to catch up. I prefer an email because one, I've got a record of it and it's a good reminder and I can action it, but, when people email me and say, I'd like to organize an event, and say "can you please advise us on the event?" I say, give me some information about the event you want to run. How many people? What time? What day? What are you looking for? Alcohol? No alcohol? Food, no food? AV requirements etc., Give me information and I can plan it all out for you. Make it easy. But again, people - stupidity just keeps coming back.

If you had to pick between emails, calls, or Zoom...

Emails, please don't call. I'm all over the shop. People think lunchtime is a good time to call but it's not, it's the busiest time of day for me. So I'm not gonna answer, and if I do, it'll be short tasks and such.

What's the most unexpected challenge you face running Sir Johns

Getting Sir John's name out, like advertising. It doesn't help that I hate social media and all that sort of stuff, but, I think that's the challenge that I find. Usually the student bars are very well known, but with the way in which the demographics are changing, their habits are changing, people are drinking less alcohol, which is a good thing. I'm not against that. I think alcohol is very, very dangerous, but I still feel that the student bar should be part of life on campus. People should definitely know it's there.

You've mentioned that your team is the heart of your bar. So what makes the perfect bar crew at Sir Johns?

A lot of the time, I'm hiring based on people's personality and general work ethic. You can train the majority of people how to cook food, plate it, pour drinks and mix drinks, but if they don't have a good attitude, personality, work ethic, they're not gonna fit in with the team I've got because genuinely, the majority of them care about the bar. They will cover people's shifts, they will come in early to help people set up, and stay late to pack down. They're thinking people, the majority of them, don't come to me with problems all the time, they'll come to me with a solution or just do it. Which is what I want.

Okay. Would you hire us at lots wife if we applied?

Yeah, sure. See how you go?

How do you keep up with what's trending in the student scene and ensure that sir Johns keeps up with it.

Asking students, regulars, my staff - getting feedback.

What is one 'must have' skill for anyone working at Sir John's?

I wanna say a brain, but...

I think everyone comes with a brain.

Yeah. But do they use it?

Okay, so problem solving, then we'll say.

Problem solving, good work ethic, just get the job done.

If Sir John's could win an award for most likely to _____, what would it be?

To "Be Not Known On Campus" and to "Have the Best Burgers and Shakes."

Every bar has wild stories, right? We won't go into anything that can't be on record, but what's a really unforgettable one that you've had that still makes you laugh?

It was actually very recent. Somebody came in and their partner was ordering food and drinks for them and their partner was over in America. They were putting messages on the food and drink that they were ordering. I think they thought that only their partner would see those messages, but we did. So like, one of them was, um... we got a thick shake order through, and the message was, "you have been a very good girl".

Ah. They thought that the letter was going to them. Okay. Yeah. Did you end up telling the person who got the order, the messages?

Well, hopefully they saw the docket. So...

What is the weirdest drink request you've ever gotten at Sir John's? Or in general? Like a weird drink request.

It's a Spanish drink, red wine and Coca-Cola. Can't remember the name of it, but wine and Coca-Cola. It's like sangria, but slightly different. I don't know if I would recommend it.

Yeah. That's interesting. Are there any secret menu items on Sir John's that we need to know about?

Well, they wouldn't be secret if I told you.

But you'll tell me off the record if they're secret menu items?

Yeah, later on.

What's your personal guilty pleasure food at the bar? When no one's watching

Thick shake. Yeah, it's very, very sweet. It's very good though. It is, and that's the thing. I think I might be slightly lactose intolerant. In fact, I am lactose intolerant, so it's not a good day.

I don't think I've ever met someone with lactose intolerance that takes it seriously.

Humans are by nature lactose intolerant. It's only because if you consistently drink milk products that you build up a sort of immunity. And if you stop drinking milk products, you become lactose intolerant again. Ah, biology. We're not meant to drink another animal's breast milk. Weird, isn't it? I don't drink milk generally at all, but cream and butter, yes. I cook a lot with butter and cheese, yummy cheese.

Ah, I can't give up cheese. If you could throw any themed party at Sir John's. What would it be?

I like a big rave, like old school? Nineties kind of rave. Cyberpunk kind of clothing. That was like what I kind of grew up on, but that sort of thing.

I would go to that. So like nineties music then as well.

Nineties, early two thousands.

Yeah, probably. I think you'd get a lot of people to come. Good music. Like club music. There's a nostalgia to it. Very R&B. What's your bar Confession? Something unexpected about life behind the bar. That always surprise people?

There's a lot of admin work, lots of paperwork. Yeah. It's 'cause we're in a university environment and it's a not-for-profit company. So there's a lot. Of paperwork 'cause they audit us. Yeah. Every six months

Growing up, did you think you would do this much math in your adult life?

I actually prefer math to writing. I can't stand writing. I'm to the point, very direct. Always got told off for giving the answer and not showing my working out.

If Sir John's bar had to go international. Where would you open the next one?

Probably keep it fairly local - New Zealand. I haven't been to New Zealand yet, so obviously I want to go there.

Where do you see Sir Johns in the next five years?

Difficult to say. A lot of it depends on what the student executive does and also what the university does with the renovations because they're really focused on redeveloping this campus center, but how are they gonna go

about it? Where are they gonna decamp everyone? All the businesses etc.,.

What, what do you hope future generations of students take away from Sir John's? Like the experience of Sir John's

Um, the students that work here, I want 'em to have a lot of life skills. Mm-hmm. Uh, learn a lot of life, life skills like preparing meat, cooking sauces from scratch, all that sort of stuff. For the students that come in, how to behave in a licensed premise. Coming straight from secondary school. A lot of them have never lived away from home. And they treat it like a free for all or playground. There are, believe it or not, responses, and there's consequences for your actions. Um, things cost a lot of money, so even little things like dropping a pool queue, or putting your drink on the pool table and knocking it over, that's a lot of money to get that re cleaned etc.,

At the moment you've got a couple of games now. The pool table and the arcade games. Is there anything else you would like to add to that collection?

Foosball, not air hockey 'cause that just gets dangerous. We've all had either bruised fingers or broken fingers. Yes, to a foosball table. No, to air hockey.

What are your thoughts on adding a sports bar element to Sir John's?

Yeah, I like it. I don't see why not, sports are a big thing, especially in Victoria. The only issue I see with that is the license fees for showing the actual games. Not a betting element though. God no. I don't want anything like that. So I know back in the UK, B Sky B had the rights for Premier League and loads of other things, and they charged an absolute fortune for pups to show up., I'm for whatever the students want within reason.

Let's say Sir John's now can have sports channel showings. What would you like to put on if you had control over it?

Probably a lot of extreme sports. a lot of downhill skiing, snowboarding, mountain biking. Rock climbing. You could put the footy and rugby and whatever. I'm not a big sports kind of person so take your pick.

I figured you were English, you might go for soccer teams, but nope, you have none?

No, I know I'm weird like that, but I like to be different.

That's on brand for you. But that takes us to the end of my questions. Excellent.

That was a lot of questions.



Faculty of Engineering

ENG1011: Engineering Methods

Rating: ⭐⭐⭐⭐

This unit was well taught with a wide variety of theory, practicals and group work. The group tasks had peer review components leading to more cohesive teamwork and each week consisted of workshops, labs and videos to help achieve the learning outcomes for this unit. The 3D printing aspect and solidworks could be taught better, especially since it felt a bit unfair that students with previous solidworks experience had a headstart in designing their projects with designs and components that were outside the scope of what was taught.

ENG1012: Engineering Design

Rating: ⭐⭐⭐⭐

The unit started off repetitive but had a solid assessment structure. Expectations could have been communicated more clearly. Assessments were well designed and involved external companies, making the unit fairly relevant to industry and future careers.

ENG2005: Advanced Engineering Mathematics

Rating: ⭐⭐⭐⭐

The unit is interesting and well taught, with quality lecture videos. Although assessments and exams are challenging, thorough revision helps. It's highly relevant to industry and beneficial for future careers. ENG1005 is required.

ENE2503: Materials and Property Recycling

Rating: ⭐⭐⭐

The content of this unit was interesting, but the teaching was varied. The unit is taught in two parts by two different lecturers with separate tutors for the applied classes each week. There was no online option for the lectures and they were split into 3 one hour classes each week on two different days and were given live (with no recording). This means that if you're sick or can't attend the very specific allocated time of the lectures - you won't learn the content for that week. The assessment tasks for this unit were somewhat lacking in the rubric and could be added to so that students have a more clear idea of what they need to include in their submissions. The communication with the unit coordinator was very poor and they did not respond to student emails. The unit was poorly organised.

CIV2242: Geomechanics I

Rating: ⭐⭐⭐⭐

This is possibly one of the most enjoyable units I've ever done. The Unit Coordinator Professor Ranjith was extremely helpful and really supported me in my learning and was always open to feedback and questions about the unit and his research. The assessment tasks were well weighted and the weekly content videos, workshops and practicals were well aligned with learning outcomes and exam style questions. The variety of assessment tasks was refreshing and really helped me engage with the unit.

CHE2162: Material and Energy Balances

Rating: ⭐⭐

There was a variety of practical and theory in this unit but the content was not very well taught. The lectures and readings didn't really align with the exam questions and the weekly labs didn't align with the Aspen plus assignment. Could be improved upon for a core unit that a lot of engineering students have to take - not easy to do well in.

MEC3456: Engineering Computational Analysis

Rating: ⭐

The content was interesting but poorly paced, with too much material crammed in too quickly. The workload was intense, with lab questions alone taking over 6 hours weekly, and prior Python knowledge was essential. Despite the unit being advertised with MATLAB materials, it was taught in Python with little support. A frustrating 4-hour Friday 8 AM workshop was recorded but made intentionally hard to access. Still, the unit is relevant to engineering fields like CFD, control systems, and algorithm development. Prior coding experience is highly recommended to manage the steep learning curve and demanding practical components effectively.

ECE4191: Engineering Integrated Design

Rating: ⭐⭐⭐

This project-based unit involves building a robot in teams with no lectures. Lecturers and demonstrators intentionally withhold information to encourage students to seek out requirements, mimicking real industry processes. While this approach reflects how client requirements are gathered, it can be frustrating. The unit is highly relevant to industry and provides practical experience. Students with prior robot-building experience tend to find the unit easier to manage and succeed more comfortably.

WHOLEFOODS

A Culinary Oasis of Community

Welcome to Wholefoods! This is Where Flavor meets Purpose

Welcome to Wholefoods, where the aroma of freshly cooked vegan and vegetarian delights meets the spirit of student-led activism. Quietly tucked into the first floor of Monash University's Clayton Campus Centre, we have been a proudly-not-for-profit, student-run and governed haven serving more than just meals since our establishment in 1977; more than 45 years later, we embrace the new faces in our Monash community and continue to nurture the familiar!

A Legacy of Nourishing Stomachs and Souls

Born out of a genuine desire to provide affordable, nutritious food options, Wholefoods has been a staple for generations of Monash students, especially now more than ever; Australia's cost of living crisis is impacting our population, many of whom are students. It was envisioned as a space where wholesome meals could be enjoyed without breaking the bank while fostering a sense of community and shared responsibility.



More Than Just a Meal

We are not your standard campus eatery. We are a cornerstone of the Monash Student Association's vibrant volunteering ecosystem wherein students dedicate their time, energy, and skills to innovate creative culinary delights that are all vegan, with vegetarian options available, as well as form a welcoming and supportive environment for all visiting us. Our kitchen and café menus boast a variety of vegan and vegetarian options, but I think the legendary \$3 dahl and rice is a crowd favorite!

A Sanctuary for Our Neurodiverse Tribe

For those who navigate the world with neurodiverse perspectives, Wholefoods offers a safe space, a sanctuary for our fellow humans navigating the noisiness and unpredictability of the world. The gentle buzz of conversations, the absence of overwhelming stimuli, but most importantly the community's support and acceptance make it a comfortable space to engage in meaningful ponderances and discussions or simply plop down on our comfy sofas after a rough three-hour class.

Beyond Your Plates

Our décor is grunge meets industrial meets environmental; I'm not quite sure they've invented a word for it yet! This unique blend creates an inviting atmosphere that encourages creativity and comfort, making Wholefoods not just the place to eat, but the place to be. Beyond our café and lunch services, we host a plethora of events for various groups in the university and also organise our own; our end of semester community parties feature games, music, signature drinks, and the best vegan bites on campus! No matter what's happening in your life, there's always something to pique your curiosity at Wholefoods.

A Global Community Embracing Diversity

Wholefoods thrives on the rich, intricate tapestry of cultures that compose our community. With a fantastic mix of international and domestic students from all ethnicities imaginable; we are a melting pot of perspectives, experiences but more importantly, food! As an international student myself, I found that being at Wholefoods broadened my horizons and deepened my understanding of viewpoints that I would not necessarily agree with and equipped me with some crucial life skills in interpersonal communication and relationship management. We aim to not just welcome but celebrate cultural exchange, foster tolerance, empathy, and showcase that friendship has no boundaries.

Join the Wholefoods Family

Want to get involved with our dynamic community? We thrive on the passion and dedication of our volunteers – our lifeblood. Whether you are seasoned in the kitchen or just eager to jump in to learn and be involved, there is a place for you here. Volunteering not only offers a chance to contribute but also provides a unique opportunity to develop skills and forge lifelong connections with a loving community of like-minded individuals.

Final Ponderings: A Home Away from Home

Wholefoods is a testament to what can be achieved when we come together with a shared vision to stand with each other, for each other. We are more than just meals; we are a movement, a community, a silent supporter for those that dream of change, a home away from home for many. I remember being homesick for many months before finding refuge in Wholefoods, and I know many others have had similar experiences. The next time you are on campus, drop by, grab a warm meal or drink, and try us out. The Wholefoods experience might just have you finding yourself at home.

- Ananya "Leo" Tomer



LIGHT, LENS, LEGACY

SURLY's Photography Competition Winners



We're excited to announce the outcome of this year's competition! For 2025, students were invited to submit a piece on the theme of Joy! During the last 3 weeks of semester 1, their fellow students voted for their favourite. Here are the top 5 photos voted by you!

We believe all things creative are good for the soul, and everyone has the capacity to be creative. We hope this may inspire you in your own pursuits!

*Winner of this year's competition:
Serving Up Sunsets by Amy Kito-Thompson*

*Runner up for this year's competition:
Joy at Matheson by Jumanana Alsiyabi*



*Winner of the SURLY's Choice Prize. (Chosen as best representing the theme):
A Bite of Friendship by tc*



Golden Moments at Menzies by Nakul Prakash Goyal



Finding Joy In Nature by Artist by Nature



Faculty of Information Technology

FIT1033: Foundations of 3D

Rating: ⭐⭐⭐⭐

This unit is highly enjoyable and well-suited for students in the games and immersive media major, whether they are experienced or complete beginners in 3D modelling. The content is engaging, easy to follow, and teaches essential industry-relevant skills. The lecturer and tutor are friendly, passionate, and make learning fun. Lectures are relaxed and involve live 3D modelling demonstrations, creating a stress-free learning environment. Tutorials are hands-on and allow students to practice modelling each week. Assessments are creative and enjoyable, offering flexibility and freedom, though they can be time-consuming if aiming for high-quality work. No prior experience is needed to succeed.

FIT1045: Introduction to Programming

Rating: ⭐⭐⭐⭐

This unit offers a solid introduction to the Python programming language. Students with prior experience will find it a helpful refresher, while also learning more advanced concepts in the second half. For first-time programmers, the pace may feel a little fast, but it's manageable with motivation and effort. The teaching team is friendly, responsive on Ed forums, and explains concepts at an accessible level. There are three assessments, with two done in pairs over 4–5 weeks. These can be challenging for beginners but are doable. No prior skills are required, though familiarity with Python basics can make the experience easier.

MAT1830: Discrete Mathematics for Computer Science

Rating: ⭐⭐⭐

This unit provided a broad introduction to various areas of discrete mathematics relevant to computer science. While it didn't explore topics in great depth, it offered a solid foundation that has already proven useful in other classes. Assessments were fair, with assignments being easier than the exam. It's a helpful unit for long-term understanding in computer science and IT, and no prior units are required to take it.

FIT1047: Introduction to Computer Systems, Networks and Security

Rating: ⭐⭐

This unit covered Boolean logic, assembly language, cybersecurity, and networks, though much of the lecture content felt irrelevant or unengaging. Workshops were boring and poorly attended by mid-semester. Applied sessions, while dry, were essential for learning assignment skills. Staff were generally older, with few student TAs, and responses on Ed forums were often unhelpful. Communication was lacking, and assessment briefs were confusing, with overly complex structures. Although some practical skills were useful, topics like Boolean logic and assembly coding aren't relevant for most students. Consider avoiding this unit unless required; focus on applied sessions rather than workshops for assignment preparation.

Only a small portion of the content is useful, with much being outdated or easily forgotten. Tutors were hard to understand and often unhelpful with assessment questions. Assignments covered only part of the lecture content, ranging from trivially easy to tedious tasks like monitoring Wi-Fi signals. While some topics are valuable, the key concepts could be learned more efficiently through online videos. PASS sessions were far more helpful than other resources and are highly recommended for success in the unit.

FIT1052: ICT Transforming Society

Rating: ⭐

This unit explores the historical and societal impact of IT across entertainment, culture, politics, and law. While the concept sounded appealing, the delivery was underwhelming and unengaging. Weekly two-hour tutorials with attendance hurdles felt unproductive, and the content, mostly historical, was dry. Although the tutor was kind and tried their best, self-study might have been more effective. Assessments were tedious and lacked depth. Overall, the unit felt irrelevant to real industry needs and did not contribute meaningfully to career preparation. A well-made YouTube series could have conveyed the same ideas more engagingly and for free.

FIT1054: Fundamentals of Algorithms (Advanced)

Rating: ⭐⭐⭐⭐

The unit covers interesting and relevant content, though it overlaps with VCE Algorithmics, meaning some students may repeat material without credit—this only affects a small group. Most students will find the content new and engaging. Lecturers are passionate, and the assignments are fun but often contain errors and undergo frequent updates. While not all specific skills are directly used in industry, the unit builds valuable problem-solving and critical thinking abilities. Having prior Python experience from FIT1053 would be helpful. Overall, it's a useful and challenging unit with complex assignments that require careful thought and preparation.

FIT2014: Theory of Computation

Rating: ⭐⭐

Covers essential theoretical computer science concepts, making it valuable for roles requiring strong analytical and problem-solving skills. While the content is important, it can feel repetitive and overwhelming. The lecturer explains complex ideas well but could use more engaging and interactive teaching methods. Assessments are relevant but often disproportionately difficult compared to the material covered. A background in theoretical concepts, strong English skills, and mathematical reasoning is helpful. Programming experience (e.g., Python) is useful but not required. Overall, it's a foundational unit that would benefit from more engaging delivery and better alignment between content and assessments.

FIT2101: Software Engineering Process and Management

Rating: 🟡🟡🟡

This unit has a steep learning curve and little coding support from lecturers. It's heavily self-directed, focusing more on project management using the Scrum methodology than teaching technical skills. Students are expected to build a mobile or web app from scratch with minimal guidance, making it especially difficult for those with only basic Python experience (e.g., from ENG1013). Assessments are frustrating and require strong backend/database understanding. However, the unit is highly relevant to industry and simulates real-world development practices. Prior experience or tutorials in app development are strongly recommended to succeed. Great for career preparation, but not beginner-friendly.

FIT2059: Full Stack Development

Rating: 🟡

The content moved very quickly and required strong prior programming knowledge, making it difficult to keep up or learn effectively. The "copy the tutor" teaching style hindered student engagement and made it hard to ask questions without falling behind. Student concerns felt largely ignored. Assessments were extremely challenging, with in-class tasks too short and take-home tasks covering material not taught in lectures. The unit was not relevant to the Business Information Systems (BIS) major, which focuses more on business than coding. Prior programming experience is highly recommended, as the unit suits software development roles.

FIT3031: Network Security

Rating: 🟡🟡🟡

The content was interesting and practically applied throughout, though more theoretical explanation would have been helpful. Assessments were difficult and frustrating due to unreliable software and virtual machine issues, causing poor marks despite strong understanding and effort. Video demonstrations had strict time limits, making it hard to complete all questions thoroughly. Despite these challenges, the unit is relevant and beneficial for industry and future career prospects. Starting assessments well in advance is crucial to manage the workload and technical difficulties effectively.

FIT9136: Introduction to Python Programming

Rating: 🟡

This unit is labeled as foundational but does not feel that way. Lectures are confusing and overwhelming, and the teaching style is below expectations. I had to rely on YouTube to learn Python. Assessments are much more difficult than what is covered in class, and the content is highly theoretical, not reflective of real-world Python development. Some prior experience with Python is necessary, despite the unit's claims. Without it, you may struggle significantly. Make sure to research this unit beforehand and learn Python basics, syntax, data structures, and algorithms in advance.

Key Spots to Curl Up and Boost Productivity

From Someone Who Takes Study Vibes Very Seriously

**Please note this is my opinion and is only intended as a funny piece to tell you about some of the spaces on campus to get some work done.*

**note the Monash libraries team is doing their best to improve accessibility in the all the libraries around campus and have an online assistance email where you can contact their officers: lib-disability-support-l@monash.edu*

Learning and Teaching Building

19 Ancora Imparo Way, Clayton

Okay so, arguably this building is top of the list for WOW architecture and ultimate study vibes, the grand staircase, the 'pod like' nooks and crannies that exist all create, what I think is an excellent study vibe. There is a plethora of table varieties and even small collaboration study rooms for those looking for some extra quiet and privacy (or rehearsing a group presentation). This building is good because it's not a dedicated quiet space so if you're free to talk and make some noise - but there is constant foot traffic during hours and half hours from students going to and from class - you have been warned. Perhaps some noise cancelling headphones might be necessary if you're looking for that intense lock in. Additionally, for the long haul sessions, beware, only some of the tables have powerpoints that actually work - not all tables have access to power. The main issue with this building is that during semester getting a spot there can be EXTREMELY difficult unless you're an early bird or a night owl - it is ALWAYS busy! Unfortunately, many people agree that it is indeed an excellent study spot.

Sir Louis Matheson Library

40 Exhibition Walk, Clayton

Another top contender. This has classic library vibes (spoilers, it is!) - not that I ever use it as one...! This building has a great variety of spaces with a variety of noise levels for noisy group projects to focus sessions. I can't guarantee you'll always be able to hear a pin drop in the quiet areas but they're pretty good for the most part. There's a cafe on the ground floor for all your caffeine-fuelled late nights and a 24/7 space on the lower ground for all you sweaty academics. For the long hours there is plenty of access to powerpoints for each table so you're set. It can get quite noisy in the building, but you may be privy to a stray piece of gossip here and there. It also has monitors (mac and windows) where you can access your student account if you forget or don't own a laptop and need to do work.

****It's important to note that for students registered with DSS all of the libraries on the Clayton campus have Adaptive Technology Rooms (ATR's) which can be booked up to 3 hours per day per user. The rooms offer study and resting facilities including desks, chairs and computers with assistive software.***

Haggrave Andrew Library

13 College Walk, Clayton

The Hargrave Andrew library or 'engineering library' colloquially is an interesting one. I'd say it's the ideal library for a group project. It's not very big, but this library also has a variety of spaces available. It does have a good quiet room, but outside of that it can be quite noisy so good for a gab but not for absolute silence. Many of the tables in this library also do not have power to them - so unless you're next to a wall, you might have to move to recharge if needed. This library does have monitors that you can use as well. This library also has a low sensory study space on the second level that is quiet with frosted windows for users who prefer a bit more quiet or privacy.

Maths and Earth, Atmosphere and Environment Building

9 Rainforest Walk, Clayton

An underrated building if you ask me. This has been one of my favourite places to study ever since I started my degree. The little pod nooks and overall warm tones of the decor create a really cosy atmosphere. The couches are comfortable and there are powerpoints along the desks and in each nook which is incredibly handy for long haul sessions. It's also a smaller building with students only going in and out for classes so is generally pretty quiet and has a good amount of ambient sound without being irritatingly loud or distracting. However, it is a small building so availability can be low during peak periods (middle of the day).

Campus Centre

21 Chancellors Walk, Clayton

The new 24/7 space in the ground floor of the campus centre opened by 2024 MSA president Chloe Ward has been a lifesaver. It's pretty lowtech but has powerpoints, chairs and tables which is really all you need. As a bonus it is very centrally located with lots of good food options nearby.

Law Library

15 Ancora Imparo Way, Clayton

This is another good option. As an official library it has all the quality services but it also is not always full during peak periods. Pretty much every time I've been to this library to study either by myself or with a group I have been able to get a table or solo spot. The upper levels are also really good for some peace and quiet. The first level is usually noisy so if you need to chat, it's the space for you. Again, not all of the tables have power access though, a good amount of them do but not all so make sure to check if it's something you need.

SURLY Library

Level 2 Campus Centre, Clayton

Okay so I know I've got a lot favourite places but this one is really where it's at! There are comfy beanbags where you can catch some shuteye to fuel you through your sessions and collaborative table layouts for those who need a bit of company. The vibe of SURLY is absolutely fantastic and there are many cool things around you which may pique your interest during a much needed study break. Need I mention more, they do have Mario Kart!



Faculty of Law

LAW1111: Foundations of Law

Rating: ⭐⭐⭐

This unit contains a lot of content, which can feel overwhelming as a first university subject. However, it's much easier for students who've done VCE Legal Studies, as much of the content is a mild extension of that. It can feel repetitive and is highly dependent on the tutor. Claire Carroll stands out for being passionate, engaging, and knowledgeable. The court assessment is daunting with little guidance, making it tough for first-timers. While it may not seem highly relevant at first, it helps develop case reading skills that are essential for later law units. It's a compulsory unit.

LAW1112: Public Law and Statutory Interpretation

Rating: ⭐

This unit revisits material from Foundations of Law, but with little engagement or collaboration. The public law content is dry, and the statutory interpretation section lacks depth or meaningful application. Workshops provide little value given that the lecturer read directly from slides with no class interaction. The unit is poorly structured and offers minimal learning despite effort. Assessment is weighted as follows: 30% in-class quiz, 10% weekly quizzes, and 60% final exam, which puts excessive pressure on students. While statutory interpretation is important for legal practice, it's covered elsewhere. As a Priestley 11 subject, it's mandatory but overall a disappointing and frustrating experience.

LAW 2112: Property A

Rating: ⭐⭐

I really enjoyed the content, which was well-structured and allowed time to explore each topic thoroughly. Learning the history of property law and practical concepts like tenant rights and buying/selling houses was interesting. Jessica Mant was an excellent lecturer who supported students and helped with assignments. Tutor Sandra Horovitz was knowledgeable and approachable, making complex ideas easy to understand. The class test was fair and useful preparation for exams. I preferred problem-based assessments over research. This foundational unit builds essential knowledge for Contract, Equity, and Corporate Law, with strong career prospects, as property law intersects many legal areas.

LAW 2112: Property A

Rating: ⭐⭐

The unit covers important and sometimes dry content relevant to property law, particularly for those pursuing commercial or corporate law. However, the lack of lectures hindered learning, leaving students to rely heavily on three-hour week-

ly seminars and readings—some of which required background reading not provided in the course materials. While some lecturers were effective, the Chief Examiner often confused students with unclear, rambling explanations. Assessment was minimal, consisting of a single group project worth 30% and an exam worth 60%, with only 10% allocated to participation. The group assignment was seen as unnecessarily large in scope for a five-person team. Despite its flaws, the unit remains a core part of the Priestly 11, essential for admission to legal practice. Overall, it could benefit from clearer instruction, more balanced assessment, and a more accessible approach to the material. Improvements to teaching and structure would significantly enhance the student experience.

LAW 2112: Property A

Rating: 🟡🟡

Property A is a compulsory second-year law unit known for its significant increase in difficulty and content volume compared to earlier subjects. The material is highly technical, often focused on complex legal minutiae that many students find dry and unengaging. While the unit is essential for legal qualification, it may not appeal to those uninterested in property law. The tutor was praised for clear and methodical exam preparation, but the Chief Examiner's teaching style was polarising—demanding rigorous student preparation and often reading directly from slides. His approach, likening students to barristers, was seen by some as unnecessarily intense. The main non-exam assessment was a group project answering two problem-style questions. However, strict word limits and no-research rules made it poorly suited for group work. Overall, the unit is foundational but challenging, and success requires staying up to date with the demanding content. Practice questions and tutorials were more helpful than the lectures.

LAW2101: Contracts A

Rating: 🟡🟡🟡🟡

This unit offers a detailed exploration of contract formation and its key elements. While informative, it can feel incomplete, as some topics are deferred to Contract B. Conversely, international contract law is covered despite being non-examinable, which some may find unnecessary. Teaching staff like Jennifer Paneth and Kate Bowshell are effective at clarifying content. The main assessment is a group project, which helps consolidate knowledge but comes with typical group work challenges. The unit is case-law heavy, making a case book useful. Though it doesn't cover contract disputes (saved for Contract B), it remains essential for legal practice and future careers.

LAW3112: Corporations Law

Rating: 🟡🟡

This unit is extremely content and legislation heavy, focusing on corporations, shares, and limited liability, appealing to those interested in commercial and corporate law. The first lecturer's inexperience and lack of domestic law knowledge reduced confidence in learning. Steve Kurabaras, the chief examiner, provides clear structure but he can also be dismissive or antagonistic toward struggling students, especially those seeking special consideration or extensions. Assessments include a demanding research assignment with tight deadlines. Prior knowledge of Contracts A, B, and Property A is important. Despite relevant career prospects, the harsh teaching style and poor handling of extensions may deter some students. It's advisable to check unit coordinators before enrolling.

LAW3403: Property B

Rating: 🟡🟡

Very content-heavy unit with a strong practical focus, especially compared to Property A. Understanding resulting trusts is essential. Always distinguish between "in law" and "in equity" when framing answers, as this distinction is crucial for assessments and legal reasoning.

LAW4129: Discrimination Law

Rating: 🟡🟡🟡🟡🟡

The content is engaging and well structured, with a strong focus on discussion-based learning. Liam Elphick stands out as one of the best educators in the law faculty. He is supportive, open to feedback, and committed to student success. The unit emphasises practical skills and explores future career options, making it highly relevant and useful. Active participation and keeping up with readings are essential to get the most out of the experience. Overall, this unit is an excellent example of effective teaching and is highly recommended for students looking to gain both theoretical knowledge and practical legal skills.

LAW4170: Trusts

Rating: 🟡🟡🟡🟡

This rigorous final-year law unit on trusts is notably specialized, unlike contracts or torts, and studying it after equity enhances understanding. Elyse's teaching style is effective, starting tutorials with concept breakdowns followed by practical question guidance. The assessment includes weekly quizzes, a written component, and an essay, with a fairly balanced workload, though the written assignment's low word count is a downside. The unit is relevant for careers involving trusts, wills, and estates, especially in litigation. While not applicable to everyday work, it provides essential background for specialization. It is a compulsory unit with course prerequisites.

LAW4323: Evidence

Rating: 🟡🟡🟡🟡

This was the most conceptually challenging law unit in the degree, with extensive content and complex rules that interact differently depending on factual scenarios. Despite its difficulty, the unit was fascinating and highly practical, offering crucial insights into how trials are conducted. Understanding the rules of evidence is essential, as they underpin every aspect of court cases. This unit is extremely relevant for anyone intending to practice law, providing foundational knowledge critical to legal proceedings and courtroom practice.

LAW4172: Human Rights in Australian Law

Rating: 🟡🟡🟡🟡🟡

The content is engaging and manageable, especially if you attend classes and keep up with readings. Melissa Castan is an excellent, supportive, and knowledgeable lecturer who encourages student success and thoughtful discussion. Assessments are clear and fair with reasonable effort. The unit is highly recommended for anyone interested in human rights, offering valuable insights and access to expert guest speakers. The classroom environment is inclusive and supportive, making it easier to participate and learn. Overall, this unit provides a great foundation in human rights law and an excellent opportunity to learn from an inspiring academic.

10 Things I Wish I Knew When I Started University

by Someone Who's Had Three Coffees and One Existential Crisis Today

1. You don't need to have everything figured out.

Seriously. You are not legally required to know your entire life plan in your first year. University isn't a conveyor belt, it's a jungle gym. You'll climb, fall, change directions, and occasionally hang upside down screaming into the void. That's part of it. Everyone's figuring it out as they go. You're not behind; you're just early in your own story. Give yourself permission to wander a bit.

2. Your marks don't define your worth.

Look, grades are important, but they're not the whole picture. A bad mark doesn't mean you're stupid. It means you're human. Employers will want to know if you can meet deadlines, communicate, collaborate, and think critically, not if you got a Distinction in Intro to Theoretical Misery. Learn the material, sure. But also learn how to learn, bounce back from failure, and stay curious. That's what actually lasts.

3. Make friends outside your course.

If all your mates are in the same degree as you, your group chat's gonna be very one-note. Meet the engineer who plays harp, the arts student who brews kombucha, the law student who's weirdly into birdwatching. Diverse friendships make uni more fun, and way more enriching. You'll learn new perspectives, find unexpected support, and maybe discover you actually like being invited to things you don't fully understand.

4. The best classes aren't always the "core" ones.

Some core units are great. Some are soul-crushing. But electives? That's where the hidden gems live. Think of them as side quests that end up changing the main storyline. Take the strange ones with passionate lecturers and weird assessments. You'll learn things that stick in your brain forever or at least give you a solid dinner party anecdote. Seriously, the class on alien abduction literature? Life-changing.

5. Office hours are where the magic happens.

Professors seem intimidating on stage, but most are just nerds with a doctorate and a favourite mug. Show up during office hours with a genuine question or a half-baked idea, and you'll be surprised how many of them light up. Some will even offer extra resources or insights. Go often enough and they might remember your name and they might even write you that golden reference letter when you least expect it.

6. I wish I had a Counter Faculty Handbook.

This right here? An absolute game changer. The official handbook tells you the unit's aims. This one tells you if the lectures are vibes or violence. It's brutally honest, occasionally chaotic, and exactly what you need when choosing classes. It's like your future self whispering, "Don't take that 8am tutorial unless you enjoy pain." Use it, contribute to it, and pass it along. It's academic solidarity.

7. Join a club, even if you think you are not "that kind of person."

You don't have to be the president of anything, or even particularly good at stuff. Just show up. Clubs are where you find your people, your weird niche interests, and maybe even your future roommates. Whether it's film, fencing, or fungi, getting involved gives university a heartbeat. It shrinks the campus, creates in-jokes, and reminds you you're not alone in this chaos. Plus, there's usually free snacks.

8. Uni isn't just about what you learn—it's about how you learn to learn.

University is less about memorising facts and more about figuring out how you function. Are you a night owl or a spreadsheet warrior? Do you need lo-fi beats, whiteboards, or dramatic inner monologues to study? Experiment, reflect, adapt. Build a system that actually works for you. You'll carry that skill far beyond any lecture hall and probably through every job application, panic moment, and Netflix-procrastination spiral to come.

9. Burnout isn't the flex you think it is.

I once bragged about finishing an essay in one sitting, fuelled entirely by iced coffee and regret. It wasn't cute. It was a breakdown with punctuation. Don't wait until your body starts staging protests to rest. Hustle culture is a trap. Take days off. Stretch. Eat a vegetable. Sleep more than four hours. You are not a productivity machine. You're a person with organs and boundaries. Protect them.

10. You're allowed to ask for help.

Here's a secret: no one gets through uni alone. There's no prize for silent suffering. Ask your tutor if you're confused. Email support services if you're overwhelmed. Call a friend and cry on the floor if you need to. We all do, eventually. Uni is hard. Life is hard. But it's easier when you remember you don't have to pretend it's not. Help is a strength. Use it.



Faculty of Medicine, Nursing and Health Sciences

HSC1100: Research and Evidence in Health

Rating: ⭐⭐

Research and evidence in health: The content served as an introduction to evidence-based research but felt dry, technical, and somewhat arbitrary. It seemed like material better suited for a library-run extracurricular module rather than a full paid semester unit. Despite this, the unit was well-organized and interactive, with a helpful subject coordinator ensuring smooth delivery. Assessments were straightforward but tedious, often feeling like common sense. While not particularly engaging, the unit's structure was appreciated, especially for first-year students adjusting to university. The content is relevant to the industry but could be condensed into a compulsory module outside regular classes. Prior research basics would be beneficial.

NUR1114: Fundamental Skills for Nursing and Midwifery Practice 2:

Rating: ⭐⭐⭐

Tutor Animesh G shows little enthusiasm, affecting class quality, though assessments are manageable aside from placements. The unit is highly relevant to the industry and essential for career prospects. Attendance is mandatory, so join PASS sessions to compensate for uninspiring teaching and ensure your learning stays on track.

PSY2041: Psychology Testing and Assessment

Rating: ⭐⭐⭐⭐

This unit offers engaging and well-structured content, effectively balancing theory with application. Weekly learning outcomes clearly guide readings, lectures, and exam revision. Lectures are detailed and accessible, while tutorials focus on assessments and reinforce key content. Assessment tasks blend theoretical understanding (quizzes, exams) with practical skills (lab reports), allowing students to develop both knowledge and academic writing. Support from lecturers and tutors is strong, with useful feedback provided. Weekly quizzes align well with learning outcomes. The unit is highly relevant for all psychology career paths, enhancing the ability to interpret and critique research. No prior statistics experience is needed, and software is clearly taught. Regular tutorial attendance and organised study habits are key to success. The APA website is especially useful for report writing.

PSY2061: Biological Psychology

Rating: ⭐⭐⭐

The content was straightforward, familiar, and overlapped with biomed units, making it easy to understand. It's relevant for future careers in psychology, as knowledge of the brain is essential. However, the tutor, Lara, appeared underprepared. She incorrectly corrected a student on a basic glial cell question, only to admit she was wrong after the student referenced the textbook. Another mistake followed soon after, all within the first 40 minutes of the tutorial, raising concerns about her familiarity with the material despite the unit's importance in the field.

Faculty of Pharmacy and Pharmaceutical Science

PHR3041: Comprehensive Care - Blood, Brain and Cancers

Rating: ⭐⭐⭐⭐

Comprehensive care: Blood, brain and cancers: The unit is overwhelming and confusing at times, but it offers valuable learning. It is especially helpful for those planning to work in a hospital setting in the future.

PHR3141: Comprehensive Care - Pathogens, Host Defence and Treatment

Rating: ⭐⭐⭐⭐⭐

The unit is interesting and manageable, with clear protocols and guidelines for antimicrobial decisions. It is especially helpful for those planning to work in hospital settings.

PHR3042: Acute Care - Inquiry Cases

Rating: ⭐⭐⭐⭐

The unit can feel overwhelming because of the large number of reference databases and the lack of useful guidance in the discovery materials. Despite these challenges, the content is relevant and provides valuable knowledge for clinical hospital settings, making it beneficial for students pursuing a career in healthcare or clinical practice.

PHR3062: Student Experiential Placements

Rating: ⭐⭐⭐⭐⭐

The unit is interesting, easy to understand, and effectively prepares students for community pharmacy placements, making it a useful and practical component of pharmacy education.

PHR5052: Inquiry and Innovation Methods

Rating: ⭐⭐

The unit can be confusing if you're not interested or familiar with the topic, but it is relevant and valuable for those planning to enter the research industry.

MSA EDUCATION ACTION GROUP

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We are being packed into classrooms like sardines while our degrees get more expensive. Join the campaign for 1:16 staff to student ratios in every class



Follow our Instagram to keep updated on the campaign

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Education





Faculty of Science

MTH1020: Analysis of Change

Rating: ⭐⭐⭐⭐

The content was dense but very interesting, with engaging in-person lectures. Assessments were challenging alone but manageable with group work. Overall, the unit was relevant to the industry and valuable for future career prospects.

BIO 1042: Life in the Environment

Rating: ⭐⭐⭐

This unit is ideal for those interested in plant and animal adaptation to environmental pressures like climate change. Most content is delivered through prework, with no lectures, one-hour weekly workshops, and simple labs. Compared to BIO1011, it feels easier and lacks depth. Assignments don't encourage detailed analysis, though the rubrics are clear and straightforward. Labs are enjoyable, with friendly and helpful TAs. Weekly quizzes are manageable with prep, and QGIS is introduced but simple. The podcast assignment requires filming yourself. Admin is strict about lab rescheduling. Overall, it's a relaxed, communication-focused unit suited to first-year science students.

MCB2022: The Dynamic Cell

Rating: ⭐⭐

The unit is poorly run, with delayed tasks, confusing content delivery, and frustrating assessment conditions. It feels repetitive and lacks engagement. While it fits under several majors, including biochemistry and genetics, it offers little value unless absolutely required. Overall, it's best avoided if possible.

BIO2010: Data Science for Biologists

Rating: ⭐⭐⭐⭐

The content was fairly interesting and delivered through pre-readings, workshops, and labs. As someone with data science experience, I found it manageable, though others struggled with coding. The laidback teaching style was appreciated, with no lengthy lectures. Assessments were reasonable and aligned well with weekly content. The unit helped improve my knowledge of statistics and R coding, which is useful for zoology research. While it serves as an introduction, some students still found it challenging despite the intended beginner-level approach.

IMM2011: Basic Immunology

Rating: ⭐⭐⭐

The body's defence system - The content was interesting and well-explained, with online lectures that were clear and at a good length. Assessments were straightforward, though not heavily weighted. Post-lab quizzes were helpful and remained open indefinitely. The open-book exam added flexibility, making the overall learning experience manageable and engaging.

MTH2025: Linear Algebra (Linear)

Rating: ⭐⭐⭐⭐

This unit was highly valuable and built well on MTH2021 content. The material was interesting, clearly structured, and essential for further study in mathematics. Tim Garoni was an excellent lecturer, providing clear explanations and using polls to enhance critical thinking around proofs. Eric Zhou was an outstanding tutor, explaining complex ideas effectively and using helpful examples. Staying up to date with lectures and applied classes made assessments manageable. The unit developed strong general mathematical reasoning skills and required consistent engagement, as concepts built on each other. A background in MTH1030 or an equivalent unit is necessary for success in this unit.

CHM2911: Inorganic and Organic Chemistry

Rating: ⭐⭐

The unit content was as expected, with organic chemistry offering a solid and expanded continuation from previous units, while inorganic chemistry felt less engaging. Inorganic lectures were lacking—Lisa repeated prework material and struggled with questions, and Cameron's slides were mostly images, making them hard to follow. In contrast, organic chemistry was well-taught; Phil was an engaging lecturer, and Kellie structured her content and tutorials effectively. Labs were frustrating due to poorly structured proformas and a rotating schedule, though scoring most marks was manageable. The exam was fair overall, but the inorganic section's format was tedious. I would only recommend this for chemistry majors.

CHM2951 - Environmental chemistry: Water

Rating: ⭐⭐⭐⭐

This unit provided a broad understanding of chemistry in water environments. While some math and graph-based content lacked clear examples and was challenging, most material was manageable. Lecturers Mike and Perran were effective in person, though their online prework varied in quality. Lab reports were well-aligned with course content and exam preparation, with guiding questions making them more manageable. Weekly quizzes were frustrating at times due to unexpected content and excessive unit conversions. Field trips offered valuable real-world insight into water chemistry work. A background in Methods-level math would be helpful for understanding certain aspects of the course.

CHM3952: Advanced Analytical Chemistry

Rating:

The content was engaging, especially with new advances in analytical chemistry and no NMR involved, which I appreciated. Snacks were a nice bonus! Organization was sometimes confusing, with multiple due dates and scattered information, but lecturers and the unit coordinator were approachable. The labs were interesting and included group presentations and write-ups. Although presentations were time-consuming and worth little grade-wise, they helped my understanding. The unit is useful for industry and future careers, involving common analytical lab equipment. Prior knowledge from CHM2922 helps but isn't essential. Being a cooperative group member is important due to the collaborative nature of the work.

PHA3042: Modern Drug Development

Rating: ⭐⭐⭐⭐

This unit followed the sequential steps in drug development and approval, with the second half offering particularly new and engaging content relevant to the pharmacology industry. There was some overlap with other pharmacology and medicinal chemistry units, but guest lecturers each week—experts in areas like pharmacoeconomics and stem cells—made the material dynamic. Although pre-recorded lectures limited live interaction, their flexibility was appreciated. Assessments were manageable, including guided lab reports, a presentation, and an exam. The unit also broadened awareness of industry roles beyond research. A planned animal lab was cancelled, which some students, like me, found relieving.

Student Poetry Competition

At the Student Union Recreational Library (SURLY) we're excited to celebrate student writers!

Get creative & submit a short poem inspired by this year's theme:

Ghost

msa.monash.edu/poecomp



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THEME: Ghost

Submit a poem in any style, based on your interpretation of the theme.

Poems can be up to 30 lines (max) but we actually recommend shorter.

Submissions will be open from week 1, Semester 1, and will close Week 2, Semester 2.

All poems will be showcased online, printed in a free booklet & displayed in SURLY.

Winners will be determined by popular vote & Committee's Choice*

Winners announced on 5th September & be published in Lot's Wife!

*Committee is made up of the wonderful Monash Creative Writers

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