

# College of Arts

## Electronic Postgraduate Handbook 2011

---

University of Western Sydney

ISSN 1444-7770  
Copyright © 2011 University of Western Sydney

Units, courses, and arrangements for courses as stated in the postgraduate and undergraduate electronic handbooks (and any other University of Western Sydney (UWS) publications or announcements) are an expression of intent only and are not to be taken as a firm offer or undertaking.

UWS reserves the right to discontinue or vary its units, courses and announcements at any time without notice.

Information contained in this electronic handbook is correct at the time of production (March 2011), unless otherwise noted.

### **CRICOS Provider Code 00917K**

In accordance with the Education Services for Overseas Students (ESOS) Act 2000, the University of Western Sydney (UWS) is registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), Provider Code 00917K.

Overseas students studying in Australia must comply with the requirements of the ESOS Act and the National Code. They should consult the Federal Government's [Australian Educational International](#) webpage for the description of the ESOS legislation and other relevant information. UWS International Postgraduate and Undergraduate Prospectuses and other promotional material specifically prepared for overseas students also provide information about CRICOS registered courses and conditions relating to study in Australia.

---

## About the College of Arts Electronic Postgraduate Handbook

---

### Sessions and dates

There are two main sessions in 2011: Autumn and Spring. Weeks shown in the dateline refer to the session weeks for these main sessions.

The dateline is available at:

<http://www.uws.edu.au/students/stuadmin/dateline>.

### Unit outlines

Brief outlines of all UWS postgraduate units listed in the course section are given in the second half of this electronic handbook.

The unit outlines give a brief overview of each unit. For some units this information is not available. Please check the UWS website for more recent information. For more information – details of textbooks, assessment methods, tutorial, group work and practical requirements – contact the unit coordinator.

More information on unit offerings can be found at:

[http://handbook.uws.edu.au/hbook/UNIT\\_SEARCH.ASP](http://handbook.uws.edu.au/hbook/UNIT_SEARCH.ASP).

### Unit not listed?

If the unit you are looking for is not in the alphabetical units section, consult your course coordinator for details or check the unit search web page for updated details on all units offered in 2011 at:

[http://handbook.uws.edu.au/hbook/UNIT\\_SEARCH.ASP](http://handbook.uws.edu.au/hbook/UNIT_SEARCH.ASP).

### Prerequisites, co-requisites and assumed knowledge

Students wishing to enrol in a unit for which they do not have the prerequisites or assumed knowledge are advised to discuss their proposed enrolment with an academic adviser.

Where it is necessary to limit the number of students who can enrol in a unit through shortage of space, equipment, library resources, and so on, or to meet safety requirements, preference will be given to students who have completed the unit recommended sequence in the course.

### Academic credit

In most courses, academic credit will be granted for previous studies. For example, UWS has a number of agreements with TAFE to grant credit for successfully completed TAFE studies. Seek advice about credit prior to, or at enrolment.

### How to use this electronic book

The first part of this electronic book contains information about current College of Arts postgraduate courses. The next part contains details on current postgraduate unit sets in these courses, and the final part has details of all units within in the courses.

The courses are arranged mainly alphabetically. If you know the course code, but not the name, consult the COURSE CODE INDEX.

The units are arranged alphabetically. If you know the code, but not the name, consult the UNIT CODE INDEX at the back of the electronic book.

### Check Website for Updates

Every effort is taken to ensure that the information contained in this electronic book is correct at time of production. The latest information on course and unit offerings can be found at:

<http://handbook.uws.edu.au/hbook/>

## Contents

<b>COLLEGE OF ARTS</b>	<b>1</b>
4595.4 Master of Art Therapy	1
4596.3 Graduate Diploma in Art Therapy (exit only)	2
1687.2 Master of Arts (Research Studies)/PhD	2
1595.4 Master of Arts (TESOL)	3
1635.3 Graduate Diploma in TESOL	4
1636.3 Graduate Certificate in TESOL	4
1640.2 Master of Arts Translation and Interpreting Studies	5
1637.2 Graduate Diploma in Interpreting	6
1638.2 Graduate Diploma in Translation	7
1639.2 Master of Interpreting and Translation	8
1602.2 Graduate Certificate in Interpreting and Translation	9
1645.3 Master of Convergent Media	9
1646.3 Graduate Certificate in Convergent Media	10
1650.1 Master of Creative Music Therapy	11
1680.2 Master of Education (Leadership)	12
1681.1 Graduate Certificate in Education (Leadership) (exit only)	13
1683.2 Master of Education (Social Ecology)	13
1685.1 Graduate Diploma in Education (Social Ecology) (exit only)	14
1684.2 Graduate Certificate in Education (Social Ecology)	15
1568.4 Master of Professional Communication	15
1566.4 Graduate Certificate in Professional Communication	16
1546.5 Master of Psychology (Clinical Psychology)	17
1630.2 Graduate Diploma of Psychological Studies	18
1502.4 Postgraduate Diploma of Psychology	19
1648.4 Graduate Certificate in Counselling	20
1569.2 Graduate Certificate in School Counselling	20
4617.3 Master of Social Science	21
4618.3 Graduate Diploma in Social Science	21
4619.3 Graduate Certificate in Social Science	22
1682.2 Master of Special Education	23
1611.3 Graduate Certificate in Special Education Studies	24
1691.2 Master of Teaching (Birth - 5 Years/Birth - 12 Years)	24
1631.1 Graduate Diploma in Educational Studies (Early Childhood)	26
1663.1 Master of Teaching (Primary)	28
1633.2 Graduate Diploma in Educational Studies (Primary) (exit only)	30
1609.2 Master of Teaching (Secondary)	30
1610.2 Graduate Diploma in Educational Studies (Secondary) (exit only)	32
1654.1 Master of Teaching (Honours)	32
1674.1 Master of Urban Management and Planning	32
1675.1 Graduate Diploma in Urban Management and Planning	33
1676.2 Graduate Certificate in Urban Management and Planning	34



## COLLEGE OF ARTS

---

### Master of Art Therapy

---

#### 4595.4

Students enrolled in previous versions should discuss their course progression with their Course Advisor. This version applies to students whose commencement year for this course is 2011 or later.

Art therapy is a form of individual, family and group psychotherapy in which participants engage in visual art processes within a therapeutic relationship with a highly trained art therapy practitioner. Art therapy is internationally recognised as a valuable therapeutic approach to a wide range of psychological, social and physical conditions. The Master of Art Therapy is a clinical training program that equips graduates with theoretical knowledge and practical experience for work in a variety of contexts including government and community organisations, health care settings and private practice. The Graduate Diploma in Art Therapy is available as an exit point only. Completion of this course entitles graduates to apply for registration with the Australian and New Zealand Art Therapy Association and coverage under the NSW State Health Professionals Award.

#### Study Mode

Three years (Year 1 full-time, Years 2 and 3 part-time) or four years part-time.

#### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

#### Accreditation

This course is approved by the Accreditation Sub-Committee of the Australian and New Zealand Association of Art Therapy and graduates are eligible to apply for registration as Art Therapists (AThR).

#### Admission

Applicants must meet all of the following requirements:

1. Hold a qualification as detailed below
2. Submit a portfolio of work and CV directly to the School
3. Attend a group Interview on campus (at Penrith)

Details of required qualification:

Have successfully completed an undergraduate degree in visual arts, fine arts, or design

or

Have successfully completed an undergraduate degree in any discipline

plus

at least two visual arts units at university level or a VET Diploma of Fine Arts

Details of Portfolio of work and CV submission:

Submit in writing a 500 word statement of intent explaining the reason why you are seeking entry to the course and how your art practice relates to the therapeutic application of arts, together with a digital portfolio of your artwork (10 to 12 photographs of artwork)

and

Submit a full CV including details of a minimum of one year full-time equivalent work experience (paid, voluntary or student) in a supportive capacity with people in a community, welfare, health, the arts or education setting. The CV should also include names and contact details of two referees.

The portfolio and CV should be sent to:  
socialsciences@uws.edu.au

Details of Group Interview:

Invitations to the interview process will be selective, based on CV and other submitted documentation (see Portfolio details above), and interviewees will be ranked, as numbers admitted to the program are limited.

Applications from Australian and New Zealand citizens and permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

#### Course Structure

Qualification for this award requires the successful completion of 160 credit points consisting of the units listed in the recommended sequence below.

#### Recommended Sequence

**Year 1 is full-time study, Years 2 and 3 are part-time study.**

#### Full-time

##### Year 1

##### Autumn session

**101303.1** Art Therapy: Histories, Theories, Groups  
**101506.1** Counselling 1

##### Spring session

**101304.1** Art Therapy: Application to Client Groups  
**101507.1** Counselling 2

**Part-time from Year 2****Year 2****Autumn session**

- 400421.1** Research Methods for Humanities and Social Sciences  
**400585.1** Theories of the Social

**Spring session**

- 400586.1** Integrating Theory, Research and Practice

**Year 3****Autumn session**

- 101784.1** Clinical Studies (Art Therapy)

**Spring session**

- 101785.1** Further Clinical Studies (Art Therapy)

**4 Year Part-time Sequence****Year 1****Autumn session**

- 101303.1** Art Therapy: Histories, Theories, Groups

**Spring session**

- 101304.1** Art Therapy: Application to Client Groups

**Year 2****Autumn session**

- 101506.1** Counselling 1

**Spring session**

- 101507.1** Counselling 2

**Year 3****Autumn session**

- 101784.1** Clinical Studies (Art Therapy)

**Spring session**

- 101785.1** Further Clinical Studies (Art Therapy)

**Year 4****Autumn session**

- 400421.1** Research Methods for Humanities and Social Sciences  
**400585.1** Theories of the Social

**Spring session**

- 400586.1** Integrating Theory, Research and Practice

**Graduate Diploma in Art Therapy (exit only)****4596.3**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2009 or later.

The Graduate Diploma in Art Therapy is available as an exit point only from the Master of Art Therapy.

**Study Mode**

One year full-time or two years part-time.

**Location**

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

**Course Structure**

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

**Recommended Sequence****Full-time****Year 1****Autumn session**

- 101303.1** Art Therapy: Histories, Theories, Groups  
**101506.1** Counselling 1

**Spring session**

- 101304.1** Art Therapy: Application to Client Groups  
**101507.1** Counselling 2

**Master of Arts (Research Studies)/PhD****1687.2**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2011.

The Master of Arts (Research Studies)/PhD is designed to prepare students to undertake a doctoral research project across disciplines in the Humanities and Social Sciences. It combines one and a half years of coursework and research training in Humanities and Social Science research methods and theory to prepare students to undertake a substantial doctoral research project in the second and subsequent years of the degree.

The Doctor of Philosophy (PhD) component provides training and education with the objective of producing graduates with the capacity to conduct research

independently at a high level of originality and quality. A PhD candidate should uncover new knowledge either by the discovery of new facts, the formulation of theories or the innovative re-interpretation of known data and established ideas.

### Study Mode

Four and a half years full-time (one and a half years for the Master of Arts (Research Studies) plus three years for the PhD).

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

### Course Structure

The coursework component of the Master of Arts (Research Studies)/PhD is structured on a total of 120 credit points to provide students with a discipline and research based coursework. The course will include a 120 credit point Master degree that has a research training component of one third (40 credit points) with a coursework component of discipline based content of two thirds (80 credit points).

The PhD component of the course will be completed according to the current UWS Doctor of Philosophy policy.

The course will comprise the following:

Core units - 20 credit points

Research Training - 40 credit points

Alternate units - 50 credit points

One Elective unit - 10 credit points

Students must successfully complete:

#### Core Units - 20 credit points

<b>400585.1</b>	Theories of the Social
<b>A7444.1</b>	Language and Linguistics Research Methods

#### Research Training component - 40 credit points

<b>400421.1</b>	Research Methods for Humanities and Social Sciences
<b>101297.1</b>	Languages and Linguistics Special Project
<b>400586.1</b>	Integrating Theory, Research and Practice

Note: 400586 Integrating Theory, Research and Practice is a 20 credit point unit

#### Alternate Units - 50 credit points (selected from the following)

<b>100919.1</b>	Investigating Second Language Acquisition
<b>100925.1</b>	Literary Translation
<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>101697.1</b>	TESOL Methodology and Curricula
<b>101825.1</b>	English Linguistics for TESOL
<b>400417.1</b>	Epidemiology and Quantitative Methods

Note: 101697 TESOL Methodology and Curricula is a 20 credit point unit

### And one elective unit - 10 credit points

In order for students to progress into the PhD research program, they must have an average grade of 75% or greater across all units and have obtained an average grade of >74% across 101297 Languages and Linguistics Special Project and 400586 Integrating Theory, Research and Practice. The required research HRD documentation will be assessed by the College of Arts Research and Higher Degree Committee.

As part of this evaluation, successful candidature will be dependent on the availability of appropriate topics and available supervision. In order to facilitate this transition, students will be given ongoing academic advice regarding potential doctoral projects during the course of their Master's study.

### Master of Arts (TESOL)

#### 1595.4

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2011 or later.

The Master of Arts (TESOL) course is designed to meet professional development needs of those in a range of language teaching fields. It can provide an initial TESOL qualification for Australian and international English language practitioners who wish to practice in the field of English language teaching.

#### Study Mode

One year full-time or two years part-time.

#### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

#### Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline.

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via the UWS International office.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 80 credit points which include the units listed below. Students may exit with a Graduate Diploma or Graduate Certificate on completion of the relevant units.

### Exit Awards

<b>101825.1</b>	English Linguistics for TESOL
<b>101824.1</b>	Second Language Assessment and Testing
<b>101697.1</b>	TESOL Methodology and Curricula
<b>101698.1</b>	TESOL Internship
<b>A7444.1</b>	Language and Linguistics Research Methods
<b>100919.1</b>	Investigating Second Language Acquisition

## Graduate Diploma in TESOL

---

### 1635.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2011 or later.

The Graduate Diploma in TESOL provides an initial teacher training qualification which reflects the industry standard in the Australian adult TESOL sector. The course is suitable for teachers in other educational fields (e.g. primary and secondary education), and for graduates in any field wishing to develop a long-term career in TESOL.

### Study Mode

Two semesters full-time or three semesters part-time, multimodal delivery.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal
Westmead	Full Time	Internal
Westmead	Part Time	Internal

### Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline.

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 60 credit points including the units listed below.

<b>101825.1</b>	English Linguistics for TESOL
<b>101824.1</b>	Second Language Assessment and Testing
<b>101697.1</b>	TESOL Methodology and Curricula
<b>101698.1</b>	TESOL Internship

## Graduate Certificate in TESOL

---

### 1636.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2011 or later.

The Graduate Certificate in TESOL is designed to meet professional development needs of those in the English language teaching field. It provides a basic initial TESOL qualification for Australian and international English language practitioners who wish to practice in the field of English language teaching. Note that the range of employment opportunities in Australia is narrower than for graduates of the Graduate Diploma in TESOL.

### Study Mode

Six months full-time or one year part-time.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal
Westmead	Full Time	Internal
Westmead	Part Time	Internal

### Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline.

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via the UWS International office.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 40 credit points from the units listed below.



**101825.1** English Linguistics for TESOL  
**101824.1** Second Language Assessment and Testing

Choose one of

**101697.1** TESOL Methodology and Curricula  
**101698.1** TESOL Internship

## Master of Arts Translation and Interpreting Studies

### 1640.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

This course provides both practical and theoretical training in interpreting and translation. It aims to equip students with knowledge of the theoretical aspects that underpin interpreting and translation, including linguistics, and with the research techniques necessary to conduct a small research project in the area of interpreting and translation. It also focuses on practical interpreting and translation skills. The course is suitable for practising interpreters and translators and for very proficient bilinguals wanting to develop or improve their skills, and who wish to contribute to the body of knowledge on interpreting and translation by conducting innovative, much needed research.

Subject to demand, the following languages are available: Arabic, Japanese, Mandarin, and Spanish.

### Study Mode

One year full-time or two years part-time.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

### Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline and

Have native or near native proficiency in one of the following languages: Arabic, Japanese, Mandarin, Spanish

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via the UWS International office.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills

Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 80 credit points selected from one of the two streams - Research Stream or Off-Shore Practical Skills Stream- listed in the recommended sequence below.

### Recommended Sequence

#### Research Stream

#### Full-time, Start-year intake:

##### Year 1

##### Autumn session

**101695.1** Introduction to Interpreting PG  
**101696.1** Introduction to Translation PG  
**A7444.1** Language and Linguistics Research Methods

And one pool unit

##### Spring session

**101297.1** Languages and Linguistics Special Project

And three pool units

#### Full-time, Mid-year intake:

##### Year 1

##### Spring session

**101695.1** Introduction to Interpreting PG  
**101696.1** Introduction to Translation PG  
**A7444.1** Language and Linguistics Research Methods

And one pool unit

##### Year 2

##### Autumn session

**101297.1** Languages and Linguistics Special Project

And three pool units

##### Pool Units

**100916.1** Legal Interpreting  
**100917.1** Specialised Translation (PG)  
**100919.1** Investigating Second Language Acquisition  
**100922.1** Medical Interpreting (PG)  
**100924.1** Community Translation (PG)  
**100925.1** Literary Translation  
**100926.2** The Language of the Law  
**101750.1** Translation Technologies (PG)

## Off-Shore Practical Skills Stream

### The Off-Shore Practical Skills Stream is not currently available

#### Full-time, Start-year intake:

##### Year 1

##### Autumn session

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>100916.1</b>	Legal Interpreting
<b>100924.1</b>	Community Translation (PG)

##### Spring session

<b>100917.1</b>	Specialised Translation (PG)
<b>100922.1</b>	Medical Interpreting (PG)

And two pool units

#### Full-time, Mid-year intake:

##### Year 1

##### Spring session

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>100917.1</b>	Specialised Translation (PG)
<b>100922.1</b>	Medical Interpreting (PG)

##### Year 2

##### Autumn session

<b>100916.1</b>	Legal Interpreting
<b>100924.1</b>	Community Translation (PG)

And two pool units

##### Pool Units

Units are offered on a rotational basis

<b>100925.1</b>	Literary Translation
<b>100926.2</b>	The Language of the Law
<b>101750.1</b>	Translation Technologies (PG)
<b>100923.1</b>	Conference Interpreting
<b>101827.1</b>	Audiovisual Translation: Subtitling and Captioning
<b>101826.1</b>	Conference Interpreting

## Graduate Diploma in Interpreting

### 1637.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Graduate Diploma in Interpreting provides suitably qualified graduates with training in interpreting leading to accreditation by the National Accreditation Authority for

Translators and Interpreters (NAATI) as professional interpreters (formerly known as Level 3). Graduates of the Graduate Diploma in Interpreting can articulate into the Master of Arts Translation and Interpreting Studies. Credit is given for common units. The Graduate Certificate in Interpreting and Translation is available as an early exit point from this course.

Subject to demand, the following languages are available: Arabic, Japanese, Mandarin and Spanish.

### Study Mode

One year full-time or one and a half years part-time.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

### Accreditation

This course is approved by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Professional level (formerly Level 3). Eligibility for accreditation is triggered by the final examinations in the unit Accreditation Studies, in which students are required to pass\* Interpreting with a minimum mark of 70 percent. This examination adheres to NAATI requirements. \*Note: NAATI requires a minimum pass mark of 70 percent.

### Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline and

Have native or near-native proficiency in one of the following languages: Arabic, Japanese, Mandarin, and Spanish.

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC)

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 60 credit points including the units listed in the recommended sequence below.

## Recommended Sequence

### Full-time, Start-year intake:

#### Year 1

##### Autumn session

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>100916.1</b>	Legal Interpreting

##### Spring session

<b>100922.1</b>	Medical Interpreting (PG)
<b>A7456.2</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.2</b>	Accreditation Studies

### Full-time, Mid-year intake:

#### Year 1

##### Spring session

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>100922.1</b>	Medical Interpreting (PG)

#### Year 2

##### Autumn session

<b>100916.1</b>	Legal Interpreting
<b>A7456.2</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.2</b>	Accreditation Studies

## Graduate Diploma in Translation

### 1638.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Graduate Diploma in Translation provides suitably qualified graduates with training in translation leading to accreditation by the National Accreditation Authority for Translators and Interpreters (NAATI) as professional translators (formerly known as Level 3). Graduates of the Graduate Diploma in Translation can articulate into the Master of Arts Translation and Interpreting Studies. Credit is given for common units.

Subject to demand, the following languages are available: Arabic, Japanese, Mandarin and Spanish.

The Graduate Certificate in Interpreting and Translation is available as an early exit point from this course.

### Study Mode

One year full-time or one and a half years part-time.

## Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

## Accreditation

This course is approved by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Professional level (formerly Level 3). Eligibility for accreditation is triggered by the final examinations in the unit Accreditation Studies, in which students are required to pass\* Translation with a minimum mark of 70 percent. These examinations adhere to NAATI requirements. \*Note: NAATI requires a minimum pass mark of 70 percent.

## Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline and

Have native or near-native proficiency in one of the following languages: Arabic, Japanese, Mandarin and Spanish.

Applications from Australian and NZ citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC)

International applicants must apply directly to the University of Western Sydney via UWS International

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website.

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 60 credit points including the units listed in the recommended sequence below.

## Recommended Sequence

### Full-time, Start-year intake:

#### Year 1

##### Autumn session

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>100924.1</b>	Community Translation (PG)

##### Spring session

<b>100917.1</b>	Specialised Translation (PG)
<b>A7456.2</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.2</b>	Accreditation Studies

**Full-time, Mid-year intake:****Year 1****Spring session**

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>100917.1</b>	Specialised Translation (PG)

**Year 2****Autumn session**

<b>100924.1</b>	Community Translation (PG)
<b>A7456.2</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.2</b>	Accreditation Studies

**Master of Interpreting and Translation****1639.2**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Master of Interpreting and Translation provides suitably qualified graduates with training in interpreting and translation leading to accreditation by the National Accreditation Authority for Translators and Interpreters (NAATI) as professional interpreters and/or translators (formerly known as Level 3). Graduates of the Master of Interpreting and Translation can articulate into the Master of Arts Translation and Interpreting Studies. Credit towards any of the MAs is given for up to four common units. This means that a graduate of the Master of Interpreting and Translation may graduate with a Master of Arts Translation and Interpreting Studies by completing only four extra units. The Graduate Certificate in Interpreting and Translation, Graduate Diploma of Translation and the Graduate Diploma of Interpreting are available as early exit points from this course.

Subject to demand, the following languages are available: Arabic, Japanese, Mandarin and Spanish.

**Study Mode**

One year full-time or two years part-time.

**Location**

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

**Accreditation**

This course is approved by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Professional level (formerly Level 3). Eligibility for accreditation is triggered by the final examinations in the unit Accreditation Studies, in which students are required to pass\* in at least one mode (i.e. Translation into English, Translation from English, Interpreting). These examinations

adhere to NAATI requirements. \*Note: NAATI requires a minimum pass mark of 70 percent.

**Admission**

Applicants must have:

- An undergraduate degree or postgraduate qualification in any discipline
- Native or near native proficiency in one of the following languages: Arabic, Japanese, Mandarin, Spanish

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

**Course Structure**

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

**Recommended Sequence****Full-time, Start-year intake:****Year 1****Autumn session**

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>100924.1</b>	Community Translation (PG)
<b>100916.1</b>	Legal Interpreting

**Spring session**

<b>100917.1</b>	Specialised Translation (PG)
<b>100922.1</b>	Medical Interpreting (PG)
<b>A7456.2</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.2</b>	Accreditation Studies

**Full-time, Mid-year intake:****Year 1****Spring session**

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG
<b>100917.1</b>	Specialised Translation (PG)
<b>100922.1</b>	Medical Interpreting (PG)

**Year 2****Autumn session**

<b>100924.1</b>	Community Translation (PG)
<b>100916.1</b>	Legal Interpreting
<b>A7456.2</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.2</b>	Accreditation Studies

## Graduate Certificate in Interpreting and Translation

---

**1602.2**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Graduate Certificate in Interpreting and Translation, Graduate Diploma of Translation and the Graduate Diploma of Interpreting are available as early exit points from the Master of Interpreting and Translation. The Master of Interpreting and Translation provides suitably qualified graduates with training in interpreting and translation leading to accreditation by the National Accreditation Authority for Translators and Interpreters (NAATI) as professional interpreters and/or translators (formerly known as Level 3). Graduates of the Master of Interpreting and Translation can articulate into the Master of Arts Translation and Interpreting Studies. Credit towards any of the MAs is given for up to four common units. This means that a graduate of the Master of Interpreting and Translation may graduate with a Master of Arts Translation and Interpreting Studies by completing only four extra units.

Subject to demand, the following languages are available: Arabic, Japanese, Mandarin and Spanish.

**Study Mode**

Six months full-time or one year part-time

**Location**

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

**Admission**

Applicants must have:

- An undergraduate degree or postgraduate qualification in any discipline
- Native or near native proficiency in one of the following languages: Arabic, Japanese, Mandarin, Spanish

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable

proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

**Course Structure**

Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

**Recommended Sequence****Full-time, Start-Year Intake****Autumn session**

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG

And two pool units

**Full-time, Mid-Year Intake****Spring session**

<b>101695.1</b>	Introduction to Interpreting PG
<b>101696.1</b>	Introduction to Translation PG

And two pool units

**Pool Units:**

Units are offered on a rotational basis.

<b>100924.1</b>	Community Translation (PG)
<b>100923.1</b>	Conference Interpreting
<b>100916.1</b>	Legal Interpreting
<b>100926.2</b>	The Language of the Law
<b>100925.1</b>	Literary Translation
<b>100922.1</b>	Medical Interpreting (PG)
<b>100917.1</b>	Specialised Translation (PG)
<b>101750.1</b>	Translation Technologies (PG)
<b>101827.1</b>	Audiovisual Translation: Subtitling and Captioning
<b>101826.1</b>	Conference Interpreting

## Master of Convergent Media

---

**1645.3**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2011 or later.

The Master of Convergent Media offers an environment in which you will develop new digital content, build skills and resources and explore the industry's future, while assessing how you can adapt your experience to this rapidly changing industry.

You will extend your experience portfolio, building advanced skills in creative/conceptual development and media production through the delivery of a multi-platform/convergent media product. You will acquire a thorough

knowledge of the convergent landscape, from mobile media to gaming, virtual worlds and social media.

### Study Mode

One year full-time or two years part-time.

### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

### Admission

Applicants must have successfully completed an undergraduate degree in any discipline

or

A Masters degree in any discipline

or

A Graduate Certificate in Convergent Media

or

Have a minimum of five years full-time equivalent work experience in one of the following areas: journalism, public relations, advertising, marketing, communication, media, design, visual communication, creative arts or multi-media.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre (UAC) website.

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

### Recommended Sequence

#### Full-time

##### Semester 1

**101793.1** Methods and Case Studies in Convergent Media

Choose one of:

**101423.1** Media Project Proposal  
**101745.1** Media Project Production

Choose one of

**101426.1** Convergent Media Internship  
**101743.1** Mobile Media

##### Semester 2

**101794.1** Theory and Practice of Convergent Media

Choose one of

**101423.1** Media Project Proposal  
**101745.1** Media Project Production

Choose one of:

**101426.1** Convergent Media Internship  
**101743.1** Mobile Media

All students must complete 101423 Media Project Proposal before 101745 Media Project Production

### Graduate Certificate in Convergent Media

#### 1646.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2011 or later.

This course is designed for communication-based or corporate professionals interested in an advanced introduction to the design, and planning of media projects in the area of convergent media technologies. Students exit this course with a media portfolio and conceptual background on the design of a cross media platform product.

### Study Mode

One semester full-time or one year part-time.

### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

### Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline

or

Have a minimum of three years full-time equivalent work experience in one of the following areas: journalism, public relations, advertising, marketing, communication, media, design, visual communication, creative arts or multi-media.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills

Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 40 credit points from the units listed below.

<b>101423.1</b>	Media Project Proposal
<b>101743.1</b>	Mobile Media
<b>101426.1</b>	Convergent Media Internship
<b>101793.1</b>	Methods and Case Studies in Convergent Media
<b>101794.1</b>	Theory and Practice of Convergent Media

## Master of Creative Music Therapy

### 1650.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2008 or later.

The course is offered by the School of Communication Arts at UWS in partnership with Nordoff Robbins Music Therapy Australia Ltd. This course provides an excellent opportunity for graduates to enter the field of music therapy. The course assumes an appropriate level of musical competency and experience when the student is admitted, and seeks to build on this in developing music therapy practitioners. The aim of the course is to train musicians in the specialisation of Creative Music Therapy.

### Study Mode

Two years full-time

### Location

Campus	Attendance Mode
Penrith Campus	Full Time Internal

### Accreditation

The Master of Creative Music Therapy is accredited with the Australian Music Therapy Association Inc. (AMTA). Graduates of the course are eligible to apply for Registration (RMT) with the AMTA which qualifies them to practice professionally.

### Admission

Applicants must have successfully completed an undergraduate degree in any discipline and

Must attend an audition.

Audition:

You will be selected on an interview/audition in which personal aptitude and professional experience are taken into consideration. At your audition you will be asked to:

- play two contrasting pieces on your first instrument, or if you are a vocalist, sing two contrasting pieces;
- play a piece on your second instrument;
- sight read a melody (instrumental and vocal);
- harmonise a melody on the piano or other western polyphonic instrument;

e) improvise three simple variations on the piano or other western polyphonic instrument, on a given theme;

f) perform a free improvisation based on a given subject/theme, on the piano or an instrument of your choice. The improvisation should preferably be atonal.

Note: The piano must be included in a) or b).

Applicants who are unable to attend the audition in person will undertake a remote audio-visual audition (see b, c, d, e, and f. above.) Prior to the remote audition, these applicants should submit a DVD demonstrating musical proficiency (see a. above) - play two contrasting pieces on your first instrument, or if you are a vocalist, sing two contrasting pieces) and an essay of 1,500 words, describing their knowledge of Creative Music Therapy and why they wish to study it. The essay should include at least 4 references and use APA format.

For further information, contact the Course Advisor.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 120 credit points including the units listed below.

The units are offered on a rotating two-year cycle and students enrol depending on which units are being offered in the current year. Intending applicants should check with the Course Advisor prior to commencement if they have any queries regarding the cycle of unit offerings.

#### Year 1 or 2

##### Autumn session

<b>101445.2</b>	Music Therapy Skills 1
<b>100910.1</b>	Music Therapy Method

##### Spring session

<b>100912.2</b>	Music Therapy Theory and Practice 1
<b>101443.2</b>	Creative Music Therapy Practicum 1

#### Year 2 or 1

##### Autumn session

<b>101446.3</b>	Music Therapy Skills 2
<b>100914.3</b>	Music Therapy Theory and Practice 2

##### Spring session

<b>100911.3</b>	Music Therapy Professional Practice
-----------------	-------------------------------------

101444.3 Creative Music Therapy Practicum 2

## Master of Education (Leadership)

---

### 1680.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is mid-year 2010 or later.

The Master of Education (Leadership) is designed to provide educators associated with early childhood, primary, secondary, tertiary, TAFE, community-based and other professional settings the opportunity to continue their professional development in a way that will enhance reflective professional practice and personal advancement opportunities. Innovative contemporary research-based methodologies to improve practice and learning outcomes will underpin the course and unit offerings.

Graduates will develop skills in the areas of transformative leadership and learning, researching practice, curriculum and pedagogy, evaluation of education and social programs, educational leadership and other areas of interest.

Students may also choose a variety of other areas of research and independent study under the guidance of experienced academic staff.

### Study Mode

Two years part-time.

### Location

Campus	Attendance Mode
Penrith Campus	Part Time Internal

### Accreditation

As UWS is a registered provider with the NSW Institute of Teachers, this course counts towards NSWIT professional development requirements for professional competency.

### Admission

Applicants must have successfully completed an undergraduate or postgraduate degree in any discipline.

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 80 credit points in the recommended sequence below.

## Recommended Sequence

### Part-time

#### Year 1

##### 1H

#### Core units

#### Choose one of the following core units

101656.1	Researching Practice
101655.1	Transformative Leadership

One Specialist Leadership unit from list below

##### 2H

#### Core units:

#### Choose one of the following core units

101658.1	Transformative Learning
101657.1	Independent Study/Practice in Context

One Specialist Leadership unit from list below

#### Year 2

##### 1H

#### Core units:

#### Choose one of the following, whichever has not been completed as the core unit in Year 1

101656.1	Researching Practice
101655.1	Transformative Leadership

One Specialist Leadership unit from list below OR

One Specialist unit to be chosen from either of the following courses:

##### 2H

#### Core units

#### Choose one of the following, whichever has not been completed as the core unit in Year 1

101658.1	Transformative Learning
101657.1	Independent Study/Practice in Context

One Specialist Leadership unit from list below OR

One Specialist unit to be chosen from either of the following courses:

#### Specialist Leadership Units

101660.1	Curriculum Futures
100701.1	Leadership, Mentoring and Professional Growth
101659.1	Evaluating Learning Programs
100703.1	Independent Study 1



\* To graduate with Master of Education (Leadership), students will have completed the four core units and a minimum of two specialist units in Leadership.

## Graduate Certificate in Education (Leadership) (exit only)

### 1681.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Graduate Certificate in Education (Leadership) is designed for educators, and aspiring and current educational leaders, associated with early childhood, primary, secondary, tertiary, TAFE, community-based and other professional settings. The program allows current and emerging educational leaders the opportunity to continue their professional development in a way that will enhance reflective professional practice and personal advancement opportunities. Innovative contemporary research-based methodologies to improve leadership practice and learning outcomes will underpin the course and unit offerings. Graduates will develop skills in the areas of transformative leadership and learning, researching practice, curriculum and pedagogy, evaluation of education and social programs, educational leadership and other areas of interest. Students may also choose a variety of other areas of research and independent study under the guidance of experienced academic staff.

### Study Mode

Six months full-time or one year part-time.

### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

### Admission

1681 Graduate Certificate in Education (Leadership) is an exit award from 1680 Master of Education (Leadership)

### Course Structure

The Graduate Certificate in Education (Leadership) is an exit award from 1680 Master of Education (Leadership). Students enrolled in 1680 Master of Education (Leadership) may graduate with the Graduate Certificate in Education following the successful completion of two core units drawn from the four common core units below.

<b>101655.1</b>	Transformative Leadership
<b>101658.1</b>	Transformative Learning
<b>101656.1</b>	Researching Practice
<b>101657.1</b>	Independent Study/Practice in Context

And two other units drawn from either the following elective units

<b>101659.1</b>	Evaluating Learning Programs
-----------------	------------------------------

<b>101660.1</b>	Curriculum Futures
<b>100701.1</b>	Leadership, Mentoring and Professional Growth

One specialist unit chosen from 1683 - Master of Education Social Ecology or 1682 - Master of Special Education  
Or other core units (all the nominated units are 10 credit points).

## Master of Education (Social Ecology)

### 1683.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is mid-year 2010 or later.

The Master of Education (Social Ecology) explores the dynamic inter-relationships between the personal, social, environmental and 'spiritual' domains. We acknowledge that everything we do as individuals affects others; our shared communities and environments. We view ourselves as being parts of the systems (local to global) in which we live, and needing to take responsibility for our roles. Key themes include transformative learning and leadership, applied imagination and creativity, environmental education, social action and advocacy, eco-psychology, eco-spirituality, sense of place and the emergent characteristics of complexity, systemics and ecological thinking.

Graduates will develop skills in the areas of environmental education, environmental advocacy, ecological systems, environmental futures, critical and transformative learning and leadership and other areas of interest.

Students may also choose a variety of other areas of research and independent study under the guidance of experienced academic staff.

### Study Mode

Two years part-time.

### Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

### Accreditation

As UWS is a registered provider with the NSW Institute of Teachers, this course counts towards NSWIT professional development requirements for professional competency.

### Admission

Applicants must have:

Successfully completed an undergraduate or postgraduate degree in any discipline

or

Successfully completed a Graduate Certificate in Social Ecology.

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

### Recommended Sequence

#### Part-time

#### Year 1

##### 1H

#### Choose one of the following core units

- 101656.1** Researching Practice  
**101655.1** Transformative Leadership

And one Social Ecology specialist unit from list below

##### 2H

#### Choose one of the following core units

- 101658.1** Transformative Learning  
**101657.1** Independent Study/Practice in Context

And one Social Ecology specialist unit from list below

#### Year 2

##### 1H

#### Choose one of the following, whichever has not been completed as the core unit in Year 1

- 101656.1** Researching Practice  
**101655.1** Transformative Leadership

And one Social Ecology specialist unit from list below OR  
 One Specialist unit to be chosen from either of the following two courses:

##### 2H

#### Choose one of the following, whichever has not been completed as the core unit in Year 1

- 101658.1** Transformative Learning  
**101657.1** Independent Study/Practice in Context

And one Social Ecology specialist unit from list below OR  
 One Specialist unit to be chosen from either of the following two courses:

#### Specialist Units

- 101651.1** Applied Imagination  
**101652.1** Ecopsychology and Cultural Change  
**101653.1** Environmental Education and Advocacy

### 101654.1 Researching Social Ecology

\* To graduate with Master of Education (Social Ecology), students are required to choose a minimum of two specialist Social Ecology units.

### Graduate Diploma in Education (Social Ecology) (exit only)

#### 1685.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

This course is an exit award only. Students may elect to exit the Master of Education (Social Ecology) after the completion of the four core units and two electives with the Graduate Diploma in Education (Social Ecology).

The Graduate Diploma in Education (Social Ecology) explores the dynamic interrelationships between the personal, social, environmental and 'spiritual'. We acknowledge that everything we do as individuals affects others and our shared communities and environments. We regard ourselves as parts of the systems (local and global) in which we live, and needing to take responsibility for our roles within them. Key theme areas include cultural action, sustainability education, ethical leadership, organisational development, transformative learning and applied spirituality.

This course is for those who think that achieving ecological, social and personal sustainability will require a shift in values and attitudes, rather than just more scientific knowledge and technology. It is for social change activists who want to be more effective in working with transformation within organisations and communities. It is for those seeking to influence our shared future, imaginatively, collaboratively, ethically and effectively.

#### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

#### Admission

This is an exit award only from 1683 - Master of Education (Social Ecology).

#### Course Structure

This course is an exit award only. Students may elect to exit the Master of Education (Social Ecology) after the completion of the four core units and two specialist units with the Graduate Diploma in Education (Social Ecology).

#### Core units

- 101655.1** Transformative Leadership  
**101656.1** Researching Practice  
**101657.1** Independent Study/Practice in Context  
**101658.1** Transformative Learning

**Specialist units**

<b>101651.1</b>	Applied Imagination
<b>101652.1</b>	Ecopsychology and Cultural Change
<b>101653.1</b>	Environmental Education and Advocacy
<b>101654.1</b>	Researching Social Ecology

**Graduate Certificate in Education (Social Ecology)****1684.2**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is mid-year 2010 or later.

The Graduate Certificate in Education (Social Ecology) explores the dynamic inter-relationships between the personal, social, environmental and 'spiritual' domains. We acknowledge that everything we do as individuals affects others; our shared communities and environments. We view ourselves as being parts of the systems (local to global) in which we live, and needing to take responsibility for our roles. Key themes include transformative learning and leadership, applied imagination and creativity, environmental education, social action and advocacy, ecopsychology, eco-spirituality, sense of place and the emergent characteristics of complexity, systemics and ecological thinking.

Graduates will develop skills in the areas of environmental education, environmental advocacy, ecological systems, environmental futures, critical and transformative learning and leadership and other areas of interest.

**Study Mode**

One year part-time.

**Location**

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

**Admission**

Applicants must have:

Successfully completed an undergraduate or postgraduate degree in any discipline

or

Have five years work experience in a Social Ecology-related area (community work; environmental work; outdoor education; counselling; adult education, facilitation and training and personal development).

Applications from Australian and NZ citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

**Course Structure**

Qualification for this award requires the successful completion of 40 credit points which include the units listed in the recommended sequence below.

**Recommended Sequence****Year 1****1H**

**101655.1** Transformative Leadership

and either:

**101651.1** Applied Imagination

OR

**101653.1** Environmental Education and Advocacy

**2H**

**101658.1** Transformative Learning

and either:

**101652.1** Ecopsychology and Cultural Change

OR

**101654.1** Researching Social Ecology

**Master of Professional Communication****1568.4**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2011 and later.

Delivered at the UWS Penrith (Werrington South) campus, the MPC is for graduates from any broadly related discipline (or those with considerable professional experience) who wish to develop their expertise in communication and public relations. The degree is aimed at unlocking professional potential, and at bringing knowledge to life through the practical application of academic models and theories. Taught by subject experts with considerable depth of academic and commercial experience, the MPC provides a balance between critical reflection, strategic thinking, and professional best practice. These synergistic strands give graduates a significant advantage in an increasingly commercial world and develop a professional skill-set appropriate to both in-house and consulting environments.

**Study Mode**

One year full-time or two years part-time.

## Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

## Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline

or

Have a minimum of five years' full time equivalent work experience in a senior capacity in communication.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

## Recommended Sequence

### Full-time

#### Year 1

#### Autumn session

<b>101793.1</b>	Methods and Case Studies in Convergent Media
<b>101546.1</b>	Individual Project (Autumn)
<b>101675.1</b>	Public Affairs
<b>101550.1</b>	Integrated Marketing Communication

#### Spring session

<b>101547.1</b>	Individual Project (Spring)
<b>101548.1</b>	Setting the Agenda
<b>101545.1</b>	Strategic Communication
<b>101549.1</b>	Critical Perspectives in Communication

## Graduate Certificate in Professional Communication

### 1566.4

Students should follow the course structure for the course version relevant to the year they commenced. This version

applies to students whose commencement year for this course is 2011 and later.

The Graduate Certificate in Professional Communication is also an exit point from the Master of Professional Communication.

Delivered at UWS's Werrington South campus, the MPC is for graduates from any broadly related discipline (or those with considerable professional experience) who wish to develop their expertise in communication and public relations. The degree is aimed at unlocking professional potential, and at bringing knowledge to life through the practical application of academic models and theories. Taught by subject experts with considerable depth of academic and commercial experience, the MPC provides a balance between critical reflection, strategic thinking, and professional best practice. These synergistic strands give graduates a significant advantage in an increasingly commercial world and develop a professional skill-set appropriate to both in-house and consulting environments.

## Study Mode

Six months full-time or one year part-time.

## Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

## Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline

or

Have a minimum of five years' full time equivalent work experience in a senior capacity in communication.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 40 credit points from the units in the Master of Professional Communication listed below:

<b>101793.1</b>	Methods and Case Studies in Convergent Media
<b>101546.1</b>	Individual Project (Autumn)
<b>101675.1</b>	Public Affairs
<b>101550.1</b>	Integrated Marketing Communication
<b>101547.1</b>	Individual Project (Spring)
<b>101548.1</b>	Setting the Agenda

**101545.1** Strategic Communication  
**101549.1** Critical Perspectives in Communication

## Master of Psychology (Clinical Psychology)

### 1546.5

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2011 or later.

The Master of Psychology (Clinical Psychology) is a fee-paying professional masters course designed to develop competent clinical psychologists. The course provides a thorough training in the knowledge and skills necessary to understand dysfunctional behaviour and psychopathology, and to implement effective evidence-based interventions including cognitive behavioural therapy. Students learn to become specialist practitioners in the scientist/practitioner mode through completion of specified coursework, a research project, and 1000 hours of supervised practice in clinical and other appropriate settings.

### Study Mode

Two years full-time or four years part-time.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

### Accreditation

The current program is fully accredited by the Australian Psychology Accreditation Council (APAC).

### Admission

Applicants will be subject to competitive selection based on academic excellence, interview, external referees' reports, and consideration of professional experience. An indicative academic achievement based on entry in previous years is a grade point average of 5.5 or higher, or an undergraduate honours level of class 2 upper level (2A or 2.1 Honours).

Applicants must:

- Hold an Australian Psychology Accreditation Council (APAC) accredited four-year undergraduate Psychology degree or equivalent.
- Be eligible for provisional registration with the Psychology Board of Australia.
- Arrange for completion and submission of referees reports to UWS.
- Attend an interview, by invitation, with the School of Psychology.

Applicants without current full registration with the Psychology Board of Australia will not be admitted to this course if their degree was completed more than 10 years prior to year of entry.

No deferrals will be accepted for this course.

Academic referee reports can be downloaded from the School of Psychology website.

Additional information for successful applicants:

There are some additional requirements you must meet before you can start your Clinical work as detailed in the UWS special requirements website.

### Special Requirements

To be eligible to undertake professional placement, all students must be eligible for: 1. Full or provisional registration with the Psychology Board of Australia. 2. A Criminal Record Check. 3. A National Police Certificate. 4. Prohibited Employment Declaration or a Working with Children Check Student Declaration. 5. Child Protection training seminar.

### Course Structure

Qualification for this award requires the successful completion of 160 credit points which include the units listed in the recommended sequence below.

### Recommended Sequence

#### Full-time

##### Year 1

##### Autumn session

<b>101810.1</b>	Core Skills and Ethical Practice
<b>101811.1</b>	Psychological Assessment
<b>101812.1</b>	Clinical Psychopathology 1
<b>101213.2</b>	Psychological Interventions 1

##### Spring session

<b>101813.1</b>	Clinical Psychopathology 2
<b>101210.2</b>	Child Clinical Psychology
<b>101214.2</b>	Psychological Interventions 2
<b>101814.1</b>	Clinical Research Methods

##### 2H Session

<b>101815.1</b>	Clinic Placement A
-----------------	--------------------

##### Year 2

##### Autumn session

<b>101817.1</b>	Clinical Neuropsychology and Psychopharmacology
-----------------	---

##### 1H

<b>101816.1</b>	Clinic Placement B
<b>101818.1</b>	Professional Placement 1
<b>101819.1</b>	Professional Placement 2
<b>101820.1</b>	Professional Placement 3
<b>101239.2</b>	Applied Research Project

##### Spring session

<b>101220.1</b>	Clinical Health Psychology
-----------------	----------------------------

##### 2H session

<b>101239.2</b>	Applied Research Project
<b>101818.1</b>	Professional Placement 1
<b>101819.1</b>	Professional Placement 2
<b>101820.1</b>	Professional Placement 3

## Graduate Diploma of Psychological Studies

### 1630.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Graduate Diploma in Psychological Studies is for those applicants who already hold an undergraduate degree in a field other than psychology. By completing this 120-credit point program students can obtain an accredited undergraduate sequence that is a prerequisite for admission into a fourth year psychology program, either an Honours degree, or a Postgraduate Diploma.

Psychology is the field of inquiry that uses scientific techniques and methods to understand and explain behaviour and experience. As a profession, it involves the application of psychological knowledge to practical problems in human behaviour. Units in the program are drawn from the following core areas of psychology: brain and behaviour, learning, motivation and emotion, social psychology, lifespan development, perception, individual differences, personality, and cognitive processes.

### Study Mode

One and a half years full-time or three years part-time.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

### Advanced Standing

All applicants will have the equivalent of a three year Bachelors' degree in the AQF framework and for specified credit for any psychology units. Advanced standing will only be given for psychology units from APAC accredited awards under the university's specified credit rules. The maximum specified credit for the award will be 80 credit points. At least 50 percent (60 credit points) of the required credit points for the award must be achieved through formal study at UWS.

### Accreditation

The Graduate Diploma in Psychological Studies is accredited by the Australian Psychology Accreditation Council (APAC) as an undergraduate three-year sequence in psychology. The 120-credit point accredited psychology sequence is a pre-requisite for admission into a fourth year psychology program, either an Honours degree, or a Postgraduate Diploma.

### Admission

Applicants must have successfully completed an undergraduate degree in any discipline (Non Psychology major OR Psychology major older than 10 years)

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 120 credit points which include the units listed in the recommended sequence below.

Units will now run concurrently on both Bankstown and Penrith Campus

Please note that this course is only available on the Bankstown campus. If students wish to enrol in these units at Penrith campus they will need to do a Rule Waiver.

Full-time study is four subjects per semester

Part-time study is at least one subject per semester

### Recommended Sequence

#### Full-time

#### Units offered at Bankstown and Penrith Campus

#### Year 1

##### Autumn session

<b>101184.1</b>	Psychology: Human Behaviour
<b>100013.1</b>	Experimental Design and Analysis
<b>101684.2</b>	Brain and Behaviour
<b>101680.2</b>	Perception

##### Spring session

<b>101676.1</b>	Human Learning
<b>101678.2</b>	Motivation and Emotion
<b>101683.1</b>	Social Psychology
<b>101677.2</b>	Cognitive Processes

#### Year 2

##### Autumn session

<b>101679.1</b>	Personality
<b>101681.1</b>	Abnormal Psychology
<b>101689.1</b>	Advanced Research Methods
<b>101682.3</b>	Developmental Psychology

## Postgraduate Diploma of Psychology

### 1502.4

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement Year for this course is 2009 or later.

The Postgraduate Diploma of Psychology is a fee-paying postgraduate award in psychology designed for those seeking professional accreditation. It is undertaken upon completion of an accredited three-year sequence in psychology, and has the same unit sequence as the specialist (non-honours year) of the Bachelor of Psychology program. Entry is competitive and based on academic merit.

### Study Mode

One year full-time or two years part-time. ( Part-time offering must be approved by Head of Program)

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

### Advanced Standing

Subject to the university's credit transfer regulations, applicants who have completed units in an equivalent course taught at a fourth year level, may be granted advanced standing up to a maximum of 50 per cent of the total course work. No credit will be given for research completed at another university. All applicants will have their transcripts assessed to ensure they have at least the equivalent of a three year psychology bachelor's degree in the AQF framework and for specified credit for any fourth year psychology or equivalent units. Advanced standing will only be given for psychology or equivalent content units under the university's specified credit policy. The maximum specified credit for the award will be 40 credit points and no specified credit will be given for the thesis component.

### Accreditation

This course provides an accredited fourth year of study enabling provisional registration as a psychologist by the Psychology Board of Australia and associate membership of the Australian Psychological Society. On completion of a further two years of Board-approved internship (i.e., supervised practice) the intern psychologist will be eligible for general registration and for membership of the Society. Alternatively, graduates with an accredited four-year program in psychology, who meet entry criteria, can apply for entry into a fifth year postgraduate program leading to general registration after only one-year of internship; or Masters or Doctoral degrees leading to specialist registration (e.g. endorsement as a Clinical Psychologist). Endorsements also require periods of supervised practice (two years following a Masters degree and one year following a Doctoral degree).

### Admission

Applicants must have successfully completed an undergraduate degree in Psychology (APAC accredited). Entry is competitive, and requires a minimum GPA of 5.0.

Limited places are available in this course and meeting admission requirements does not guarantee entry.

No deferrals will be accepted for this course.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 80 credit points including a 20 credit point research methods units, a 30 credit point thesis, and three 10 credit point units.

### Recommended Sequence

#### Full-time

##### Year 1

##### 1H session

<b>100487.3</b>	Empirical Research Methods Seminar
<b>100488.2</b>	Empirical Research Project

##### 2H session

<b>100487.3</b>	Empirical Research Methods Seminar
<b>100488.2</b>	Empirical Research Project

##### Autumn session

<b>101420.1</b>	Theory and Practice of Psychological Assessment and Intervention
-----------------	--

Two units drawn from the following prescribed pools  
At least one of the two electives must be drawn from the Core Discipline Electives.

##### Autumn session

<b>101196.1</b>	Human Performance in Applied Psychology
<b>101247.1</b>	Counselling and Consultation

##### Spring session

##### Spring Core Discipline Electives

<b>101541.1</b>	Advanced Topics in Psychology
<b>100530.2</b>	Developmental Psychopathology

## Graduate Certificate in Counselling

---

### 1648.4

Students enrolled in previous versions should discuss their course progression with their Course Advisor. This version applies to students whose commencement year for this course is 2011 or later.

Counselling is a cross-disciplinary pathway into a career in helping human beings in distress. In counselling, clients learn self-knowledge and become able to change through a dedicated helping relationship, in which high levels of skill, sensitivity, self knowledge and ethical conduct are required of the helper. In contrast to some of the longer-established helping professions, counselling, as taught in this program, places greater emphasis on the creation of a therapeutic environment for the client than on specific techniques or the application of particular theoretical models. Sequenced training in basic skills and concomitant self-awareness forms a major part of the first year of the program.

Throughout, relevant theory is learned in direct relation to practice. This program is aimed specifically at graduates in psychology, social work or welfare work who are currently employed in counselling, and who wish to undertake a one year part-time program to broaden and deepen their existing skills and knowledge base. Students who wish to meet Professional Training Standards are advised to enrol in the Graduate Diploma in Counselling.

### Study Mode

One year part-time.

### Location

Campus	Attendance Mode
Penrith Campus	Part Time Internal

### Admission

Applicants must have successfully completed an undergraduate degree in any discipline.  
and

Participate in a group interview on campus to demonstrate their suitability for the program.

Invitations to the interview process will be selective, based on CV and letter, and interviewees will be ranked, as numbers admitted to the program are limited.

Information for applicants about the interview:

Prior to the interview, applicants will be required to submit a detailed CV to [socialsciences@uws.edu.au](mailto:socialsciences@uws.edu.au) and an accompanying letter of application addressing the following:

- \* Reason for wishing to pursue a counselling qualification
- \* Relevant life experience
- \* Relevant work or volunteer experience

Applications from Australian and New Zealand citizens and permanent resident visas must be made via the Universities Admissions Centre (UAC).

### Course Structure

Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

## Recommended sequence

### Part-time

#### Year 1

#### First session

**101506.1** Counselling 1

#### Second session

**101507.1** Counselling 2

## Graduate Certificate in School Counselling

---

### 1569.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2008 or later.

The Graduate Certificate in School Counselling is a 40 credit point part-time award comprising four units and a 210 hour School Counselling Placement unit. Entry is restricted to those nominated and sponsored by the NSW Department of Education and Training.

### Study Mode

Two years part-time.

### Location

Campus	Attendance Mode
Bankstown Campus	Part Time Internal
Penrith Campus	Part Time Internal

### Advanced Standing

There are no advanced standing or credit transfer arrangements. This is a closed industry award with specific exit requirements and training outcomes. Studies already taken in comparable psychology degrees may be applied to units within the 1502 Postgraduate Diploma of Psychology companion award.

### Admission

This is a closed industry sponsored award. Entry is restricted to those applicants nominated and sponsored by the NSW Department of Education and Training. Entry is restricted to qualified teachers who are Department of Education and Training employees retraining as school counsellors.

All applicants must have a minimum of two years teaching or equivalent experience in education, or other qualifications and experience deemed to be equivalent by the Department of Education and Training. Applicants must have a currently accredited three-year psychology major recognised by the NSW Psychologists Registration Board and the Australian Psychology Accreditation Council (APAC).



## Course Structure

Qualification for this award requires the successful completion of 40 credit points which include the units listed in the recommended sequence below.

## Recommended Sequence

### Part-time

#### Year 1

##### Autumn session

<b>101447.1</b>	School Counselling Placement
<b>52340.1</b>	Professional Issues in Psychological Practice

##### Spring session

<b>101447.1</b>	School Counselling Placement
<b>101415.2</b>	Psychological and Educational Assessment: Theories and Skills 2

#### Year 2

##### Autumn session

<b>101200.1</b>	Children, Young People and Behaviour
-----------------	--------------------------------------

##### Spring session

<b>101199.1</b>	Counselling and Consultation 2
-----------------	--------------------------------

### Clinical, Professional or Industry Placements:

Students will complete a 210-hour placement supervised by the University within a setting provided by DET. This is a mandated component of the Graduate Certificate. Students will be given specific placements on the direction of their employers and with the agreement of the Course Advisor. Placements will be supervised by university staff within DET settings. As the placement occurs in the first year of the program when the students are not conditionally registered as psychologists, it cannot be counted for subsequent postgraduate specified credits.

## Master of Social Science

### 4617.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

Course enquiries should be directed to the course advisor.

The Master of Social Science offers a flexible design allowing students to select areas of study according to their personal interest and professional need. Critical and reflective professional practice is enhanced through core units in social theory and research methods and a research project. In addition students are able to choose specialist professional units from a wide range available in other professional courses.

### Study Mode

One year full-time or two years part-time.

## Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

## Advanced Standing

Applications for advanced standing will be assessed in accordance with current UWS policy.

## Admission

Applicants must have successfully completed an undergraduate degree, or postgraduate qualification in any discipline.

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via the UWS International office.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 80 credit points consisting of 40 credit points of core:

### Core Units

<b>400421.1</b>	Research Methods for Humanities and Social Sciences
<b>400585.1</b>	Theories of the Social
<b>400586.1</b>	Integrating Theory, Research and Practice

The remaining 40 credit points is to be made up of postgraduate level units offered across the university.

## Graduate Diploma in Social Science

### 4618.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

Course enquiries should be directed to the course advisor.

The Graduate Diploma in Social Science is flexible in design allowing students to select areas of study according to their personal interest and professional need. It is also designed to enhance critical and reflective professional practice in the human services sector. Units in social science theories and research methods are core components of the course. To complete the Graduate Diploma students can choose to complete these two units

and a research report and two specialist professional units or four specialist professional units from a wide range available within other specialist awards.

### Study Mode

Six months full-time plus six months part-time; or one and a half years part-time.

### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

### Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via the UWS International office.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre (UAC) website.

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

The Graduate Diploma in Social Science consists of 40 credit points of core units and 20 credit points of postgraduate elective units:

#### Core Units

<b>400421.1</b>	Research Methods for Humanities and Social Sciences
<b>400585.1</b>	Theories of the Social
<b>400586.1</b>	Integrating Theory, Research and Practice

The remaining 20 credit points are to be made up of postgraduate level units offered across the university. Students may consult with the Head of Program for a list of suggested units

### Graduate Certificate in Social Science

#### 4619.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

Course enquiries should be directed to the course advisor.

The Graduate Certificate in Social Science is flexible in design allowing students to select areas of study according to their personal interest and professional need. It is also designed to enhance critical and reflective professional

practice in the human services sector. Units in social science theories and research methods are core components of the course. To complete the graduate certificate students can choose to complete these two units and a research report or two specialist professional units from a wide range available within other specialist awards.

### Study Mode

Six months full-time or one year part-time.

### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

### Advanced Standing

Applications for advanced standing will be assessed in accordance with current UWS policy.

### Admission

Applicants must have successfully completed an undergraduate degree or postgraduate qualification in any discipline.

OR

Have a minimum of three years full-time equivalent work experience in education, community welfare, social work, psychology, criminology, social policy, social research or employment relations.

Applicants from Australian and NZ citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via the UWS International office.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

The Graduate Certificate in Social Science consists of 40 credit points. All students must complete the two core units (20cp)

#### Core Units

<b>400421.1</b>	Research Methods for Humanities and Social Sciences
<b>400585.1</b>	Theories of the Social

and

Students may then elect to complete the following 20 credit point unit

<b>400586.1</b>	Integrating Theory, Research and Practice
-----------------	---

or

Students may select the remaining 20 credit points from postgraduate level units offered across the university.

Students may consult with the Head of Program for a list of suggested units.

## Master of Special Education

### 1682.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is mid-year 2010 or later.

The Master of Special Education is a post-initial teaching qualification which enables teachers to work with students with special education needs across a range of settings (early childhood, primary, secondary, post-secondary). It includes an extensive practicum. It is designed to enable the student to specialise in working in early childhood intervention, inclusive settings, supported settings or gifted education. It combines some on-campus experiences (primarily in block mode) with on-line studies. The program supports teachers to engage in evidence-based practice in their area of specialisation.

### Study Mode

Two years part-time.

### Location

Campus	Attendance Mode
Penrith Campus	Part Time Internal

### Admission

This course provides a post-initial teaching qualification for graduates who already have a recognised three or four year teaching qualification. Applicants must have therefore successfully completed a recognised three or four year teaching qualification.

Government Policies: Education employers have special staff requirements and policies that apply to intending students of Education courses. At entry, this involves signing a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

Applications from Australian and NZ citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

## Recommended Sequence

### Part-time

#### Year 1

##### 1H

#### Core units

Choose one of the following core units:

- 101656.1 Researching Practice
- 101655.1 Transformative Leadership

#### Specialist unit

- 101672.1 Inclusion In Practice

##### 2H

#### Core units

Choose one of the following core units:

- 101658.1 Transformative Learning
- 101657.1 Independent Study/Practice in Context

#### Specialist unit

- 101671.1 Multiliteracies and Additional Needs

#### Year 2

##### 1H

#### Core units

Choose one of the following, whichever has not been completed as the core unit in Year 1.

- 101656.1 Researching Practice
- 101655.1 Transformative Leadership

#### Specialist unit

- 101028.1 Behaviour Management

##### 2H

#### Core units

Choose one of the following, whichever has not been completed as the core unit in Year 1.

- 101658.1 Transformative Learning
- 101657.1 Independent Study/Practice in Context

#### Specialist unit

- 101073.1 Professional Practice in Context

## Graduate Certificate in Special Education Studies

---

### 1611.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is mid-year of 2010 or later.

The Graduate Certificate in Special Education Studies is intended for those students who do not want a teaching qualification. The units are common to those in the Master of Special Education, and are designed to enable the student to develop their understandings and skills in working in early childhood intervention, inclusive settings, supported settings or gifted education. It combines some on-campus experiences (primarily in block mode) with on-line studies. The graduate certificate is undertaken over two semesters part-time. Although designed primarily for teachers, the Graduate Certificate is also of relevance to therapists and other professionals working in the disability field.

### Study Mode

One year part-time.

### Location

Campus	Attendance Mode
Penrith Campus	Part Time Internal

### Admission

Applicants must have successfully completed an undergraduate or postgraduate degree in any discipline.

Applications from Australian and NZ citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Special Requirements

Students are not permitted to undertake the practicum as part of the Graduate Certificate.

### Course Structure

Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

Students may take no more than two units from the common core.

## Part-time

### Year 1

#### 1H

Choose two of the following three units

<b>101656.1</b>	Researching Practice
<b>101655.1</b>	Transformative Leadership

#### Specialist unit

<b>101672.1</b>	Inclusion In Practice
-----------------	-----------------------

#### 2H

Choose one or two of the following units depending on whether one or two core units were taken in 1H.

<b>101658.1</b>	Transformative Learning
<b>101657.1</b>	Independent Study/Practice in Context

#### Specialist unit

<b>101671.1</b>	Multiliteracies and Additional Needs
-----------------	--------------------------------------

NOTE: Students wishing to undertake three Special Education specialist units will need to undertake their studies over three semesters.

### Year 2

#### 1H

#### Specialist unit

<b>101028.1</b>	Behaviour Management
-----------------	----------------------

## Master of Teaching (Birth - 5 Years/Birth - 12 Years)

---

### 1691.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2011.

The Master of Teaching (Birth - 5 Years/Birth - 12 Years) provides students with key knowledge, skills and understandings required for working as a qualified teacher with children and their families in prior to school and primary school settings. There is a strong emphasis throughout the course on curriculum and pedagogies relevant to both prior to school and school based settings. This course would be appropriate for people wanting to work as a qualified teacher in preschool, long day care or in a primary school setting. The course includes professional experience placements in prior to school and school settings. There is an early exit point of a Master of Teaching (Birth - 5 Years) for students who want a Birth - 5 qualification only.

### Study Mode

Two and a half years full-time. Graduates of the UWS Bachelor of Social Science (Pathway to Early Childhood

Teaching) - two years accelerated full-time; graduates of the UWS Bachelor of Early Childhood Studies - two years full-time or one and a half years accelerated full-time.

## Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

## Accreditation

This course is accredited with the NSW Institute of Teachers.

## Admission

Applicants must have successfully completed an undergraduate degree in any discipline.

Additional information for applicants:

Applicants must meet the Key Learning Area requirements of the NSW Institute of Teachers.

Where these requirements are not met, applicants may be offered concurrent enrolment in up to four undergraduate units of study.

For applicants internal to UWS applications for the Master of Teaching (Birth – 12 Years) course may be made through the School of Education Course Nomination form located on the UWS website.

For applicants external to UWS, applications for the Master of Teaching (Birth – 12 Years) course must be made through the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Special Requirements

Government Policies: Education employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involved signing a Prohibited Employment Declaration prior to 1 June 2010 OR a Working with Children Check Student Declaration after 1 June 2010.

## Course Structure

### Full-time mode (2.5 years)

For graduates who have an undergraduate degree other than a UWS Bachelor of Social Science (Pathway to Early Childhood Teaching) or a UWS Bachelor of Early Childhood Studies.

Qualification for this award requires the successful completion of 20 core units listed in the recommended sequence below.

## Recommended sequence

### Year 1

#### 1H session

<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>101628.1</b>	Global Literacies
<b>101629.1</b>	Healthy Identities
<b>101647.2</b>	Play Development and Learning

#### 2H session

<b>101098.1</b>	Curriculum for Under Threes
<b>101803.1</b>	Literacy in the Early Years
<b>101107.2</b>	Early Childhood Professional Experience 1
<b>101648.1</b>	Early Intervention and Prevention in Early Childhood Contexts

### Year 2

#### 1H session

<b>101099.1</b>	Engaging Children in Curriculum
<b>101103.2</b>	Fostering Creativity in Children's Learning
<b>101108.2</b>	Early Childhood Professional Experience 2
<b>101625.1</b>	Inclusive Practices

#### 2H session

<b>101583.1</b>	Primary Science & Technology
<b>101630.1</b>	Managing Child and Family Services
<b>101105.2</b>	Prosocial Learning Environments
<b>101627.1</b>	Connecting Communities in Early Childhood Education

### Year 3

#### 1H session

<b>101582.1</b>	Primary Human Society and its Environment
<b>101584.1</b>	Primary Mathematics and Numeracy 2
<b>101586.1</b>	Primary English and Literacy 2
<b>101604.1</b>	Primary Professional Experience

## Accelerated Full-time mode (2 years)

For graduates of the UWS Bachelor of Social Science (Pathway to Early Childhood Teaching) who receive 30 credit points advanced standing for 101627 - Connecting Communities in Early Childhood Education; 101647 - Play Development and Learning; and 101648 - Early Intervention and Prevention in Early Childhood Contexts.

Qualification for this award requires the successful completion of 17 core units listed in the recommended sequence below.

## Recommended sequence

### Year 1

#### 1H session

<b>101103.2</b>	Fostering Creativity in Children's Learning
<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>101628.1</b>	Global Literacies

**101629.1** Healthy Identities**2H session**

- 101098.1** Curriculum for Under Threes  
**101803.1** Literacy in the Early Years  
**101107.2** Early Childhood Professional Experience 1  
**101630.1** Managing Child and Family Services

**Year 2****1H session**

- 101099.1** Engaging Children in Curriculum  
**101105.2** Prosocial Learning Environments  
**101108.2** Early Childhood Professional Experience 2  
**101625.1** Inclusive Practices

**2H session**

- 101582.1** Primary Human Society and its Environment  
**101583.1** Primary Science & Technology  
**101584.1** Primary Mathematics and Numeracy 2  
**101586.1** Primary English and Literacy 2  
**101604.1** Primary Professional Experience

**Full-time mode (2 years)**

For graduates of the UWS Bachelor of Early Childhood Studies who receive 50 credit points advanced standing for 101625 - Inclusive Practices; 101627 - Connecting Communities in Early Childhood Education; 101628 - Global Literacies; 101647 - Play Development and Learning; and 101648 - Early Intervention and Prevention in Early Childhood Contexts.

Qualification for this award requires the successful completion of 15 core units listed in the recommended sequence below.

**Recommended sequence****Year 1****1H session**

- 101098.1** Curriculum for Under Threes  
**101802.1** Investigating with Mathematics, Science and Technology  
**101107.2** Early Childhood Professional Experience 1  
**101629.1** Healthy Identities

**2H session**

- 101099.1** Engaging Children in Curriculum  
**101803.1** Literacy in the Early Years  
**101108.2** Early Childhood Professional Experience 2  
**101630.1** Managing Child and Family Services

**Year 2****1H session**

- 101103.2** Fostering Creativity in Children's Learning  
**101582.1** Primary Human Society and its Environment  
**101583.1** Primary Science & Technology

**2H session**

- 101105.2** Prosocial Learning Environments  
**101584.1** Primary Mathematics and Numeracy 2  
**101586.1** Primary English and Literacy 2  
**101604.1** Primary Professional Experience

**Accelerated Full-time mode (1.5 years)**

For graduates of the UWS Bachelor of Early Childhood Studies who receive 50 credit points advanced standing for 101625 - Inclusive Practices; 101627 - Connecting Communities in Early Childhood Education; 101628 - Global Literacies; 101647 - Play Development and Learning; and 101648 - Early Intervention and Prevention in Early Childhood Contexts.

Qualification for this award requires the successful completion of 15 core units listed in the recommended sequence below.

**Recommended sequence****Year 1****1H session**

- 101098.1** Curriculum for Under Threes  
**101103.2** Fostering Creativity in Children's Learning  
**101802.1** Investigating with Mathematics, Science and Technology  
**101107.2** Early Childhood Professional Experience 1  
**101629.1** Healthy Identities

**2H session**

- 101099.1** Engaging Children in Curriculum  
**101105.2** Prosocial Learning Environments  
**101803.1** Literacy in the Early Years  
**101108.2** Early Childhood Professional Experience 2  
**101630.1** Managing Child and Family Services

**Year 2****1H session**

- 101582.1** Primary Human Society and its Environment  
**101583.1** Primary Science & Technology  
**101584.1** Primary Mathematics and Numeracy 2  
**101586.1** Primary English and Literacy 2  
**101604.1** Primary Professional Experience

**Graduate Diploma in Educational Studies (Early Childhood)****1631.1**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2006 or later.

The Graduate Diploma in Educational Studies (Early Childhood) is embedded in, and articulates with the Master of Teaching (Early Childhood) to provide students with key knowledges, skills and understandings required for working with children and their families in educational settings.

In the Graduate Diploma students learn about curriculum and pedagogical approaches appropriate for the range of early childhood settings in NSW.

This course is not a professional qualification for teaching in NSW, but students entering the Master of Teaching (Early Childhood) will be granted credit for units studied in the Graduate Diploma in Educational Studies (Early Childhood). The course is comprised of 80 credit points of study.

### Study Mode

One and a half years full-time, two years part-time, one year accelerated mode.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

### Admission

Most students will have completed the Bachelor of Early Childhood Studies (Child and Family) program prior to enrolment.

### Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

### Recommended Sequence

#### Full-time, Start-year Intake

##### Year 1

##### 1H session

<a href="#">101104.2</a>	Mathematics, Science and Technology 0-8
<a href="#">101103.2</a>	Fostering Creativity in Children's Learning
<a href="#">101098.1</a>	Curriculum for Under Threes

##### 2H session

<a href="#">101105.2</a>	Prosocial Learning Environments
<a href="#">101106.2</a>	Literacy 0-8
<a href="#">101099.1</a>	Engaging Children in Curriculum

##### Year 2

##### 1H session

<a href="#">101101.1</a>	Children's Services: Management and Administration
<a href="#">101102.1</a>	Investigating Social Worlds

#### Full-time, Mid-year Intake

(mid-year intake only available in full-time mode)

##### Year 1

##### 2H session

<a href="#">101104.2</a>	Mathematics, Science and Technology 0-8
<a href="#">101103.2</a>	Fostering Creativity in Children's Learning

[101106.2](#)

Literacy 0-8

[101105.2](#)

Prosocial Learning Environments

##### Year 2

##### 1H session

[101098.1](#)

Curriculum for Under Threes

[101099.1](#)

Engaging Children in Curriculum

##### 2H session

[101101.1](#)

Children's Services: Management and Administration

[101102.1](#)

Investigating Social Worlds

#### Part-time, Start-year Intake

##### Year 1

##### 1H session

[101103.2](#)

Fostering Creativity in Children's Learning

[101098.1](#)

Curriculum for Under Threes

##### 2H session

[101105.2](#)

Prosocial Learning Environments

[101106.2](#)

Literacy 0-8

[101102.1](#)

Investigating Social Worlds

##### Year 2

##### 1H session

[101104.2](#)

Mathematics, Science and Technology 0-8

[101099.1](#)

Engaging Children in Curriculum

##### 2H session

[101101.1](#)

Children's Services: Management and Administration

#### Accelerated Mode - Beginning Year Intake

##### Year 1

##### 1H session

[101104.2](#)

Mathematics, Science and Technology 0-8

[101103.2](#)

Fostering Creativity in Children's Learning

[101098.1](#)

Curriculum for Under Threes

[101099.1](#)

Engaging Children in Curriculum

##### 2H session

[101101.1](#)

Children's Services: Management and Administration

[101106.2](#)

Literacy 0-8

[101102.1](#)

Investigating Social Worlds

[101105.2](#)

Prosocial Learning Environments

## Master of Teaching (Primary)

### 1663.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Master of Teaching (Primary) is a professional teaching qualification for students possessing an appropriate bachelor's degree. It prepares graduates for careers in primary school settings and other educational fields in NSW and beyond and has been fully accredited by the NSW Institute of Teachers. The degree provides deep engagement in primary education, on campus and in schools, through innovative approaches to teaching and learning. Graduates meet the Professional Teaching Standards for Graduate Teacher with the NSW Institute of Teachers. There is an early exit point, The Graduate Diploma of Educational Studies, for students not seeking a professional teaching qualification.

### Study Mode

One year full-time in accelerated mode, one and a half years full-time standard progression for UWS graduates; or one and a half years full-time accelerated mode or two years full-time standard progression for non UWS graduates; or equivalent years part-time.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

### Accreditation

This course is accredited with the NSW Institute of Teachers.

### Admission

Applicants must have successfully completed an undergraduate degree in any discipline.

Additional Information for Applicants:

Applicants must meet the Key Learning Area requirements of the NSW Institute of Teachers.

Where these requirements are not met, applicants may be offered concurrent enrolment in up to four undergraduate units of study.

For applicants internal to UWS applications for the Master of Teaching (Primary) course may be made through using the School of Education Course Nomination form located on the UWS website. Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

For applicants external to UWS, applications for the Master of Teaching (Primary) course must be made through the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of

minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Special Requirements

Government Policies: Education employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involved signing a Prohibited Employment Declaration prior to 1 June 2010 OR a Working with Children Check Student Declaration after 1 June 2010.

### Course Structure

Qualification for this award requires the successful completion of 160 credit points including the units listed in the recommended sequence below.

### Recommended sequence

#### Course structure for UWS Graduates who have completed four Master of Teaching (Primary) units (ie 101116, 101283, 101284, 101287)

#### Accelerated Full-time mode (1 year)

##### Year 1

##### 1H session

##### Module 2

<b>101579.1</b>	Primary English and Literacy 1
<b>101580.1</b>	Primary Mathematics and Numeracy 1
<b>101581.1</b>	Learning for Teaching
<b>101289.2</b>	Professional Practice I

##### Module 3

<b>101582.1</b>	Primary Human Society and its Environment
<b>101583.1</b>	Primary Science & Technology

##### 2H session

##### Module 3

<b>101584.1</b>	Primary Mathematics and Numeracy 2
<b>101585.1</b>	Primary Creative Arts

##### Module 4

<b>101586.1</b>	Primary English and Literacy 2
<b>101286.2</b>	Inclusive Teaching for Effective Learning
<b>101587.1</b>	Teaching in New Times
<b>101288.2</b>	Professional Practice II: Engaging in the Profession



**Full-time mode (1.5 years)****Year 1****1H session****Module 2**

- 101579.1 Primary English and Literacy 1  
 101580.1 Primary Mathematics and Numeracy 1  
 101581.1 Learning for Teaching  
 101289.2 Professional Practice I

**2H session****Module 3**

- 101582.1 Primary Human Society and its Environment  
 101583.1 Primary Science & Technology  
 101584.1 Primary Mathematics and Numeracy 2  
 101585.1 Primary Creative Arts

**Year 2****1H session****Module 4**

- 101586.1 Primary English and Literacy 2  
 101286.2 Inclusive Teaching for Effective Learning  
 101587.1 Teaching in New Times  
 101288.2 Professional Practice II: Engaging in the Profession

**Course structure for UWS Graduates who have not completed four Master of Teaching (Primary) units and all graduates from another university.**

**Accelerated Full-time mode (1.5 years)****Year 1****1H session****Module 1**

- 101613.2 Educational Psychology for Primary Teaching  
 101576.2 Primary Personal Development, Health & Physical Education (PDHPE)  
 101577.2 Classrooms Without Borders  
 101578.2 Education, Knowledge, Society and Change

**2H session****Module 2**

- 101579.1 Primary English and Literacy 1  
 101580.1 Primary Mathematics and Numeracy 1  
 101581.1 Learning for Teaching  
 101289.2 Professional Practice I

**Module 3**

- 101582.1 Primary Human Society and its Environment  
 101583.1 Primary Science & Technology

**Year 2****1H session****Module 3**

- 101584.1 Primary Mathematics and Numeracy 2  
 101585.1 Primary Creative Arts

**Module 4**

- 101586.1 Primary English and Literacy 2  
 101286.2 Inclusive Teaching for Effective Learning  
 101587.1 Teaching in New Times  
 101288.2 Professional Practice II: Engaging in the Profession

**Full-time mode (2 years)****Year 1****1H session****Module 1**

- 101613.2 Educational Psychology for Primary Teaching  
 101576.2 Primary Personal Development, Health & Physical Education (PDHPE)  
 101577.2 Classrooms Without Borders  
 101578.2 Education, Knowledge, Society and Change

**2H session****Module 2**

- 101579.1 Primary English and Literacy 1  
 101580.1 Primary Mathematics and Numeracy 1  
 101581.1 Learning for Teaching  
 101289.2 Professional Practice I

**Year 2****1H session****Module 3**

- 101582.1 Primary Human Society and its Environment  
 101583.1 Primary Science & Technology  
 101584.1 Primary Mathematics and Numeracy 2  
 101585.1 Primary Creative Arts

**2H session****Module 4**

- 101586.1 Primary English and Literacy 2  
 101286.2 Inclusive Teaching for Effective Learning  
 101587.1 Teaching in New Times  
 101288.2 Professional Practice II: Engaging in the Profession

## Graduate Diploma in Educational Studies (Primary) (exit only)

---

### 1633.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

Students are advised that the Graduate Diploma of Educational Studies (Primary) is not a professional teaching qualification.

#### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

#### Admission

This is an exit point only from Course 1663 Master of Teaching (Primary).

#### Course Structure

Qualification for this award requires the successful completion of 80 credit points (eight units) from the following list of units

<b>101613.2</b>	Educational Psychology for Primary Teaching
<b>101576.2</b>	Primary Personal Development, Health & Physical Education (PDHPE)
<b>101577.2</b>	Classrooms Without Borders
<b>101578.2</b>	Education, Knowledge, Society and Change
<b>101579.1</b>	Primary English and Literacy 1
<b>101580.1</b>	Primary Mathematics and Numeracy 1
<b>101581.1</b>	Learning for Teaching
<b>101582.1</b>	Primary Human Society and its Environment
<b>101583.1</b>	Primary Science & Technology
<b>101584.1</b>	Primary Mathematics and Numeracy 2
<b>101585.1</b>	Primary Creative Arts
<b>101586.1</b>	Primary English and Literacy 2
<b>101286.2</b>	Inclusive Teaching for Effective Learning
<b>101587.1</b>	Teaching in New Times
<b>101289.2</b>	Professional Practice I
<b>101288.2</b>	Professional Practice II: Engaging in the Profession

## Master of Teaching (Secondary)

---

### 1609.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Master of Teaching (Secondary) is a professional teaching qualification for students possessing an appropriate bachelor's degree. It prepares graduates for careers in secondary school settings and other educational fields in NSW, other Australian states and internationally. The degree provides a strong grounding in secondary education, on campus and in schools, through innovative

approaches to teaching and learning. Graduates meet the Professional Teaching Standards for Graduate Teacher with the NSW Institute of Teachers. There is an early exit point, 1610 - the Graduate Diploma of Educational Studies, for students not seeking a professional teaching qualification.

#### Study Mode

One year in accelerated mode, one and a half years in full-time mode, up to three years part-time.

#### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

#### Accreditation

This course is accredited with the NSW Institute of Teachers.

#### Admission

Applicants must have successfully completed an undergraduate degree in any discipline.

Additional Information for Applicants:

Applicants must meet the Key Learning Area requirements of the NSW Institute of Teachers.

Where these requirements are not met, applicants may be offered concurrent enrolment in up to four undergraduate units of study.

For applicants internal to UWS, applications for the Master of Teaching (Secondary) course may be made by using the School of Education Course Nomination form located on the UWS website. Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

For applicants external to UWS, applications for the Master of Teaching (Secondary) course must be made through the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

#### Special Requirements

Government Policies: Education employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involves signing a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

#### Course Structure

The revised Master of Teaching (Secondary) comprises 12 units of study which cover three broad areas of: Secondary Teaching Methodology, Foundation Studies and

Professional Experiences. All units are 10 credit points or one semester in duration.

Qualification for this award requires the successful completion of 120 credit points including the units listed in the recommended sequence below.

Students are eligible to exit with the Graduate Diploma in Educational Studies (Secondary) after the successful completion of 80 credit points.

## Recommended sequence

### Start Year Intake

#### Full-time mode (1.5 years)

##### Year 1

##### Semester 1

<b>101639.1</b>	Introduction to Teaching and Learning
<b>101398.1</b>	Secondary Method 1A
<b>101399.1</b>	Secondary Method 1B
<b>101074.1</b>	Professional Experience 1

##### Semester 2

<b>101640.1</b>	Pedagogies in Practice
<b>101401.1</b>	Secondary Method 2A
<b>101402.1</b>	Secondary Method 2B
<b>100978.1</b>	Professional Experience II

##### Semester 3

<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101642.1</b>	Positive Learning Environments
<b>101641.1</b>	Diversity, Social Justice and Equity
<b>101075.1</b>	Professional Experience III

#### Accelerated Full-time mode (1 year)

##### Year 1

##### Semester 1

<b>101639.1</b>	Introduction to Teaching and Learning
<b>101398.1</b>	Secondary Method 1A
<b>101399.1</b>	Secondary Method 1B
<b>101074.1</b>	Professional Experience 1

Choose two of

<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101642.1</b>	Positive Learning Environments
<b>101641.1</b>	Diversity, Social Justice and Equity

##### Semester 2

<b>101640.1</b>	Pedagogies in Practice
<b>101401.1</b>	Secondary Method 2A
<b>101402.1</b>	Secondary Method 2B
<b>100978.1</b>	Professional Experience II
<b>101075.1</b>	Professional Experience III

Choose one of

<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101642.1</b>	Positive Learning Environments
<b>101641.1</b>	Diversity, Social Justice and Equity

### Mid Year Intake

#### Full-time mode (1.5 years)

##### Year 1

##### Semester 1

<b>101639.1</b>	Introduction to Teaching and Learning
<b>101401.1</b>	Secondary Method 2A
<b>101402.1</b>	Secondary Method 2B
<b>101074.1</b>	Professional Experience 1

##### Semester 2

<b>101640.1</b>	Pedagogies in Practice
<b>101398.1</b>	Secondary Method 1A
<b>101399.1</b>	Secondary Method 1B
<b>100978.1</b>	Professional Experience II

##### Semester 3

<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101642.1</b>	Positive Learning Environments
<b>101641.1</b>	Diversity, Social Justice and Equity
<b>101075.1</b>	Professional Experience III

#### Accelerated Full-time mode (1 year)

##### Year 1

##### Semester 1

<b>101639.1</b>	Introduction to Teaching and Learning
<b>101401.1</b>	Secondary Method 2A
<b>101402.1</b>	Secondary Method 2B
<b>101074.1</b>	Professional Experience 1

Choose two of

<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101642.1</b>	Positive Learning Environments
<b>101641.1</b>	Diversity, Social Justice and Equity

##### Semester 2

<b>101640.1</b>	Pedagogies in Practice
<b>101398.1</b>	Secondary Method 1A
<b>101399.1</b>	Secondary Method 1B
<b>100978.1</b>	Professional Experience II
<b>101075.1</b>	Professional Experience III

Choose one of

<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101642.1</b>	Positive Learning Environments
<b>101641.1</b>	Diversity, Social Justice and Equity

Students with appropriate undergraduate qualifications who undertake the full-time mode may also access 101400 - Secondary Method 1C and 101403 - Secondary Method 2C in the relevant semester.

## Graduate Diploma in Educational Studies (Secondary) (exit only)

---

### 1610.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Graduate Diploma in Educational Studies (Secondary) is available as an exit point from the Master of Teaching (Secondary). The course is proposed to recognise achievement in education studies for those students in the Master of Teaching courses who have not reached a level of competence in classroom teaching, but who have successfully completed 80 credit points of educational units from the relevant units.

### Study Mode

One year full-time in accelerated mode or one and a half standard full-time progression.

### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

### Admission

Students may exit with the Graduate Diploma in Educational Studies (Secondary) if they are enrolled in the Master of Teaching (Secondary).

### Course Structure

Qualification for this award requires the successful completion of 80 credit points from the units listed below.

101639.1	Introduction to Teaching and Learning
101640.1	Pedagogies in Practice
101642.1	Positive Learning Environments
101641.1	Diversity, Social Justice and Equity
100984.1	Inclusive Education: Principles and Practices
101398.1	Secondary Method 1A
101399.1	Secondary Method 1B
101400.1	Secondary Method 1C
101401.1	Secondary Method 2A
101402.1	Secondary Method 2B
101403.1	Secondary Method 2C

For detailed course structure see 1609 Master of Teaching (Secondary).

## Master of Teaching (Honours)

---

### 1654.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2009 or later.

The Honours year in education is a separate award which permits UWS and other education graduates to take a challenging year of study by coursework and research. All UWS education degrees are followed by a one year, 80 credit point, HECS-based Honours program. The Honours year has research education units (Understanding Educational Research and Education Research Methods and Design), a one-semester seminar series and a major thesis. The award is offered at Bankstown/Penrith campuses with online components. For those who meet entry requirements (GPA of 5 or equivalence through academic nomination) this award provides a pathway to higher degree study.

### Study Mode

One year full-time study.

### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Multi Modal
Penrith Campus	Full Time	Multi Modal

### Admission

Students will be eligible for entry if they have a GPA of 5 or more over all units completed in their Education degree study (four to six units). Equivalence in M Teach Primary will be established by reference to the GPA achieved in the undergraduate program and by academic nomination. Students without UWS qualification will submit their transcripts establishing GPA.

### Course Structure

Qualification for this award requires the successful completion of 80 credit points which include the units listed in the recommended sequence below.

Please note: Students must enrol in 100689 Education Research Thesis in both 1H and 2H sessions.

### Recommended Sequence

#### Full-time

#### 1H

101079.1	Understanding Educational Research
101475.1	Education Research Methods and Design
100689.4	Education Research Thesis

#### 2H

101476.1	Education Research Seminar
100689.4	Education Research Thesis

## Master of Urban Management and Planning

---

### 1674.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Master of Urban Management and Planning gives students the professional and scholarly education to take a leadership role in urban management, strategic planning and policy development. The coursework includes preparation in professional practice, history, the theoretical and legal frameworks for planning. Students will develop skills in a range of relevant areas including governance, urban finance and sustainable strategies.

### Study Mode

One year full-time or two years part-time.

### Location

Campus	Attendance	Mode
Parramatta CBD	Full Time	Internal
Parramatta CBD	Part Time	Internal

### Admission

Applicants must have successfully completed an undergraduate degree in planning, geography, social science, environmental studies, architecture and landscape studies, urban and regional studies or public policy

or

Have a minimum of five years full-time equivalent work experience in planning, geography, social science, environmental studies, architecture and landscape studies, urban and regional studies or public policy.

Applications from Australian and NZ citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

### Recommended Sequence

#### Full-time

##### Year 1

##### Autumn session

<b>101633.1</b>	Managing Cities: History and Theory
<b>101314.2</b>	Urban Management Practice: Governance and Power in the City
<b>101635.1</b>	Urban Planning Placement Project

And one elective (in consultation with the Head of Program)

#### Spring session

<b>101636.1</b>	Developing Sustainable Places
<b>101315.2</b>	Financing Cities in the Global Economy
<b>101634.1</b>	Planning and Environmental Regulation
<b>101637.1</b>	Urban Research Report

#### Part-time

##### Year 1

##### Autumn session

<b>101633.1</b>	Managing Cities: History and Theory
<b>101635.1</b>	Urban Planning Placement Project

#### Spring session

<b>101636.1</b>	Developing Sustainable Places
<b>101634.1</b>	Planning and Environmental Regulation

##### Year 2

##### Autumn session

<b>101314.2</b>	Urban Management Practice: Governance and Power in the City
-----------------	---

And one elective (with the approval of the Head of Program)

#### Spring session

<b>101315.2</b>	Financing Cities in the Global Economy
<b>101637.1</b>	Urban Research Report

## Graduate Diploma in Urban Management and Planning

### 1675.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2010 or later.

The Graduate Diploma in Urban Management and Planning gives students the professional and scholarly education to take a leadership role in urban management, strategic planning and policy development. The coursework includes preparation in professional practice, history, the theoretical and legal frameworks for planning. Students will develop skills in a range of relevant areas including governance, urban finance and sustainable strategies.

### Study Mode

One year full-time or two years part-time.

### Location

Campus	Attendance	Mode
Parramatta CBD	Full Time	Internal
Parramatta CBD	Part Time	Internal

## Admission

Applicants must have successfully completed an undergraduate degree in planning, geography, social science, environmental studies, architecture and landscape studies, urban and regional studies or public policy

or

Have a minimum of three years full-time equivalent work experience in planning, geography, social science, environmental studies, architecture and landscape studies, urban and regional studies or public policy

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 60 credit points including the units listed in the recommended sequence below.

## Recommended Sequence

### Full-time

#### Year 1

##### Autumn session

- 101633.1** Managing Cities: History and Theory  
**101314.2** Urban Management Practice: Governance and Power in the City  
**101635.1** Urban Planning Placement Project

##### Spring session

Choose two of

- 101636.1** Developing Sustainable Places  
**101315.2** Financing Cities in the Global Economy  
**101634.1** Planning and Environmental Regulation

And one elective (with the approval of the Head of Program)

### Part-time

#### Year 1

##### Autumn session

- 101633.1** Managing Cities: History and Theory  
**101314.2** Urban Management Practice: Governance and Power in the City

##### Spring session

Choose two of

- 101636.1** Developing Sustainable Places  
**101315.2** Financing Cities in the Global Economy  
**101634.1** Planning and Environmental Regulation

#### Year 2

##### Autumn session

- 101635.1** Urban Planning Placement Project

And one elective (with the approval of the Head of Program)

## Part-time for mid-year intake

#### Year 1

##### Spring session

- 101636.1** Developing Sustainable Places  
**101315.2** Financing Cities in the Global Economy

##### Autumn session

- 101633.1** Managing Cities: History and Theory  
**101314.2** Urban Management Practice: Governance and Power in the City

#### Year 2

##### Spring session

- 101634.1** Planning and Environmental Regulation

##### Autumn session

- 101635.1** Urban Planning Placement Project

## Graduate Certificate in Urban Management and Planning

### 1676.2

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2011 or later.

The Graduate Certificate in Urban Management and Planning gives students the professional and scholarly education to take a leadership role in urban management, strategic planning and policy development. The coursework includes preparation in professional practice, history, the theoretical and legal frameworks for planning. Students will develop skills in a range of relevant areas including governance, urban finance and sustainable strategies.

### Study Mode

One year full-time or two years part-time.

### Location

Campus	Attendance	Mode
Parramatta CBD	Full Time	Internal
Parramatta CBD	Part Time	Internal

## Admission

Applicants must have successfully completed an undergraduate degree in planning, geography, social science, environmental studies, architecture and landscape studies, urban and regional studies or public policy

or

Have a minimum of two years full-time equivalent work experience in planning, geography, social science, environmental studies, architecture and landscape studies, urban and regional studies or public policy

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via the UWS International office.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

## Course Structure

Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

## Recommended Sequence

### Full-time

#### Year 1

##### Autumn session

- 101633.1** Managing Cities: History and Theory
- 101314.2** Urban Management Practice: Governance and Power in the City

##### Spring session

Choose two of

- 101636.1** Developing Sustainable Places
- 101315.2** Financing Cities in the Global Economy
- 101634.1** Planning and Environmental Regulation

### Part-time

#### Year 1

##### Autumn session

Choose one of

- 101633.1** Managing Cities: History and Theory
- 101314.2** Urban Management Practice: Governance and Power in the City

##### Spring session

Choose one of

- 101636.1** Developing Sustainable Places
- 101315.2** Financing Cities in the Global Economy
- 101634.1** Planning and Environmental Regulation

#### Year 2

##### Autumn session

Choose one of the following, whichever has not been completed in Year 1

- 101633.1** Managing Cities: History and Theory
- 101314.2** Urban Management Practice: Governance and Power in the City

##### Spring session

Choose one of the following, whichever has not been completed in Year 1

- 101636.1** Developing Sustainable Places
- 101315.2** Financing Cities in the Global Economy
- 101634.1** Planning and Environmental Regulation

## Units

---

### 101681.1 Abnormal Psychology

**Credit Points** 10 **Level** 3

#### Assumed Knowledge

Basic understanding of core concepts of personality, biological, social and developmental psychology

#### Prerequisite

**101184.1** Psychology: Human Behaviour

#### Equivalent Units

100004 - Abnormal Behaviour and Psychological Testing

#### Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 - Graduate Diploma in Psychological Studies and 1501- Graduate Diploma in Psychology

.....

Abnormal Psychology is the study of behaviours that cause distress or dysfunction or are judged as deviant within the individual's culture. This unit examines definitions of abnormality, ways of assessing and diagnosing abnormality, theories of the causation of psychological abnormality and treatments for recognized psychological disorders. Diagnostic criteria from the latest edition of the Diagnostic and Statistical Manual of Mental Disorders are applied to illustrative cases with emphasis on contemporary Australian research and theory. The development of integrated models of abnormality, including biological, psychological and social factors, is a significant theme of the unit.

### 101482.2 Accreditation Studies

**Credit Points** 10 **Level** 7

#### Equivalent Units

A7457 - Accreditation Studies

#### Special Requirements

This unit is restricted to students enrolled in courses 1637, 1638 or 1639. Special Requirements Corequisites: For Students enrolled in 1637.1 Graduate Diploma in Interpreting the following corequisites apply: 100916, 100921, 100922, 100927 and A7456. For Students enrolled in 1637.2 Graduate Diploma in Interpreting the following corequisites apply: 100916, 100922, 101695, 101696 and A7456. For Students enrolled in 1638.1 Graduate Diploma in Translation the following corequisites apply: 100917, 100921, 100924, 100927 and A7456. For Students enrolled in 1638.2 Graduate Diploma in Translation the following corequisites apply: 100917, 100924, 101695, 101696 and A7456. For Students enrolled in 1639.1 Master of Interpreting and Translation the following corequisites apply: 100916, 100917, 100921, 100922, 100924, 100927 and A7456. For Students enrolled in 1639.2 Master of Interpreting and Translation the following corequisites apply: 100916, 100917, 100922, 100924, 101695, 101696 and A7456.

.....

This is a compulsory unit in all the NAATI approved awards. It aims to provide practice and constructive feedback to students preparing for the accreditation examinations. A pass in the unit in at least one of the Interpreting, Translation into English, or Translation from English examinations with 70% will make students eligible for NAATI accreditation on completion of the rest of the requirements of the course.

### 101689.1 Advanced Research Methods

**Credit Points** 10 **Level** 3

#### Assumed Knowledge

Knowledge of experimental design, and basic quantitative analysis techniques up to and including one-way Analysis of Variance.

#### Prerequisite

**100013.1** Experimental Design and Analysis

#### Equivalent Units

100006 - Advanced Survey Design and Analysis

.....

This unit advances upon the research methods and statistics taught in the prerequisite unit, Experimental Design and Analysis. It introduces students to nonexperimental, correlational research design, and develops skills in survey research, including questionnaire design and administration, and survey sampling. Knowledge and skills in the construction and evaluation of psychological tests are also taught. Accompanying correlational statistical techniques are taught, together with advanced analysis of variance, and instruction in the use of SPSS. The unit also develops skills in conducting and reporting psychological research.

### 101541.1 Advanced Topics in Psychology

**Credit Points** 10 **Level** 4

#### Special Requirements

The unit is restricted to students enrolled in courses 1500 Bachelor of Psychology: Specialist Fourth Year and 1502 Postgraduate Diploma of Psychology.

.....

The aim of this unit is to develop an advanced level of theoretical and empirical knowledge in core topics of psychology, and an awareness of how this knowledge underpins evidence-based approaches to psychological intervention. The unit fosters an appreciation of how psychology as a scientific discipline based on sound research provides the foundation for psychological intervention and practice. Skills in the critical evaluation of knowledge and research are developed.

### 101651.1 Applied Imagination

**Credit Points** 10 **Level** 7

.....

This unit asks students to reflect upon imagination and its use in research, inquiry, and social action. It challenges students to develop an applied understanding of imagination in the development of creative responses to



personal and social concerns. Underlying this exploration is a challenge to students to reflect upon the relationship between form, content and communication, objectivity and subjectivity, arts theory and practice, the writer, performer, artist and educator. The unit considers mediums for expression and communication; imagination as an analytical tool, and imagination as a means for understanding, communicating and enabling intentions and outcomes.

### 101239.2 Applied Research Project

**Credit Points** 30 **Level** 7

#### Assumed Knowledge

Knowledge of undergraduate level research design, methods, and analysis.

#### Prerequisite

**101814.1** Clinical Research Methods

#### Equivalent Units

100474 - Applied Research Project and Thesis

#### Special Requirements

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology)

.....

The research project is a piece of independent research conducted by students, under supervision, over a one-year period. It is conducted in an area of relevance to professional practice, and has as its central focus the scientific analysis of a problem. Students can choose from a range of approved research designs, but must undertake a review of the relevant literature, formulation of a research question, design of an appropriate method, collection and analysis of data, interpretation of findings, and the production of a research report of no less than 5000 words.

### 101304.1 Art Therapy: Application to Client Groups

**Credit Points** 20 **Level** 7

#### Assumed Knowledge

Acceptance into the Master of Art Therapy or Master of Social Science and foundational Art Therapy Theory and Practice knowledge.

#### Prerequisite

**101303.1** Art Therapy: Histories, Theories, Groups

#### Equivalent Units

56154 - Art Therapy Theory and Practice 3

.....

This unit examines therapeutic approaches and their application to the field of art therapy with different client populations. Different models, techniques and processes will be explored and examined in relation to the self and to therapeutic practice. An experiential component provides practical experience in exploring the process of art therapy by working in a group situation led by an experienced art therapist/s.

### 101303.1 Art Therapy: Histories, Theories, Groups

**Credit Points** 20 **Level** 7

#### Incompatible Units

400487 - Art Therapy Theory and Practice 1, 56153 - Art Therapy Theory and Practice 2

.....

This unit explores theories and practical experiences relevant to art therapy. Consideration is given to the major theoretical frameworks of art therapy, its historical development and group processes. There is a major experiential component which provides practical experience in exploring the process of art therapy by working in a group situation led by an experienced art therapist/s. The process will be explored and examined in relation to the self, to the self as artist and to therapeutic practice.

### 101827.1 Audiovisual Translation: Subtitling and Captioning

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Proficiency in English and one other language (LOTE) at native or near-native level.

#### Prerequisite

**101696.1** Introduction to Translation PG OR **101695.1** Introduction to Interpreting PG

.....

This unit aims to introduce students to the framework of audiovisual translation in the form of subtitling for films, documentaries and other screen programs and captioning for hearing impaired viewers. The content of the unit will cover the principles, constraints, guiding rules, translation strategies that specifically govern subtitling and captioning. It will also introduce students to related translation theories and the application in practice. The class will be non-language specific, but students will be expected to work from and into their language other than English.

### 101028.1 Behaviour Management

**Credit Points** 10 **Level** 7

#### Equivalent Units

100337 - Proactive Approaches to Understanding and Managing Challenging Behaviour

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010

.....

Students must have access to early childhood settings and/or schools. Must therefore have clearances required by the Departments of Community Services and Education and Training. This unit provides teachers with the skills to establish and maintain successful management of challenging behaviours in classrooms and early childhood settings. Emphasis will be placed on teachers working

towards developing positive behaviours with young children and school students and managing critical features of their environment. Teachers must also develop competencies in identifying and analysing problem behaviours and designing suitable management programs.

### **101684.2 Brain and Behaviour**

**Credit Points** 10 **Level** 2

#### **Equivalent Units**

100931 - Neuroscience

#### **Special Requirements**

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor

.....

This unit provides an introduction to the biological and neuroscientific bases of human behaviour. Topics covered include the chemistry of life, the molecular basis of life, the cell and some of the major organ systems of the human body with particular reference to the nervous, endocrine and sensory systems. The course has a significant laboratory component which reinforces lecture and text material. Students will be introduced to the biological and neuroscientific concepts necessary for a thorough understanding of areas of psychology such as abnormal psychology, cognitive processes, developmental psychology, human learning, and physiological psychology.

### **101210.2 Child Clinical Psychology**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

100467 - Clinical Problems in Children and Adolescents

#### **Special Requirements**

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology)

.....

This unit introduces the nature, assessment and treatment of psychological disorders in children and adolescents. Students will examine the diagnostic classification, epidemiology and aetiology of common psychological problems, including anxiety disorders, depression, behaviour disorders, learning disabilities, and attention-deficit disorder. The theoretical and empirical foundations of a range of cognitive and behavioural techniques will be discussed, along with a number of major conceptual and practical issues in the treatment of psychological disorders in childhood and adolescence.

### **101200.1 Children, Young People and Behaviour**

**Credit Points** 10 **Level** 4

#### **Special Requirements**

This unit is restricted to students enrolled in course 1569 Graduate Certificate in School Counselling. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010. Students must also attend an approved child protection workshop as part of this unit's requirements.

.....

This unit explores the behaviour of children and young people from different perspectives. These include the developmental and relationship needs of individuals, the socialisation/collaboration needs of families and communities and the socio-political frameworks of care and control. It specifically analyses discourses around behaviour and its management from a constructivist perspective, ecological systems theory, humanist psychology, social learning theory, a strengths perspective and psychiatric medial models. These approaches and usefulness in practice are contrasted and compared.

### **101101.1 Children's Services: Management and Administration**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This unit is only available to students enrolled in courses 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood) programme.

.....

In 2010 this unit replaced by 101630 - Managing Child and Family Services. This unit explores management theory and practice in the context of early childhood, school and community settings. Managing complex social organizations such as these requires the development of micro and macro management skills that are nuanced and finely tuned to the socio-political context in which services are located. Strategic planning and evaluation are important components of this unit.

### **101577.2 Classrooms Without Borders**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101116 - Issues in Aboriginal Education

#### **Special Requirements**

This unit is offered at a postgraduate level for Education students or students enrolled in 1663 - Master of Teaching (Primary), 1633 - Graduate Diploma in Educational Studies (Primary) (exit only), 1651 - Bachelor of Arts (Primary). Students enrolled in 1651 - Bachelor of Arts (Pathway to

Teaching Primary) must have completed 60 credit points before they can undertake this unit. All students must have a Prohibited Employment Declaration and have completed child protection requirements.

.....

This unit builds professional teaching skills by enhancing understandings of socio-cultural differences through the engagement of students, with agencies that focus on minority and disadvantaged communities in the Greater Western Sydney region only, particularly Aboriginal, migrant, ESL and refugee communities. It seeks to promote active and responsible citizenship, and an awareness of social justice and equity principles that are essential for both teaching and learning. It positions learning as highly dependent on the development of trust, rapport and critical understandings of diversity. Learning is understood as a complex interchange that is reciprocal, lifelong, and without borders, as it is experienced both in/outside formal classrooms.

### 101815.1 Clinic Placement A

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Theoretical knowledge and skills of ethical professional practice, psychopathology, and psychological interventions.

#### Equivalent Units

100803 - Psychology Placement 1

#### Special Requirements

Students must be enrolled in course 1546 Master of Psychology (Clinical Psychology) and must also meet the special requirements stipulated by the NSW Health and Psychology Board of Australia. At present, these special requirements include: Prior to enrolling in this unit students must have: 1 - Submitted a Criminal Record Check form prior to 1 June OR a Student Undertaking Form after 1 June and have applied for a National Police Certificate. 2 - Submitted a Prohibited Employment Declaration prior to 1 June OR a Working with Children Check Student Declaration after 1 June. 3 - Child Protection Training. 4 - Registration as a Provisional Psychologist with Psychology Board of Australia.

.....

This introductory placement unit is designed to allow students to begin to apply the theoretical knowledge and skills they have gained in the following units: Core Skills & Ethical Practice; Psychological Assessment; Clinical Psychopathology 1 and Psychological Interventions 1.

### 101816.1 Clinic Placement B

**Credit Points** 20 **Level** 7

#### Assumed Knowledge

Theoretical knowledge and skills of ethical professional practice, psychopathology, and psychological interventions.

#### Equivalent Units

100803 - Psychology Placement 1

#### Special Requirements

Students must be enrolled in course 1546 Master of Psychology (Clinical Psychology) and must also meet the

special requirements stipulated by the NSW Health and Psychology Board of Australia. At present, these special requirements include: Prior to enrolling in this unit students must have: 1 - Submitted a Criminal Record Check form prior to 1 June OR a Student Undertaking Form after 1 June and have applied for a National Police Certificate. 2 - Submitted a Prohibited Employment Declaration prior to 1 June OR a Working with Children Check Student Declaration after 1 June. 3 - Child Protection Training. 4 - Registration as a Provisional Psychologist with Psychology Board of Australia.

.....

This introductory placement unit is designed to allow students to begin to apply the theoretical knowledge and skills they have gained in the following units: Core Skills & Ethical Practice; Psychological Assessment; Clinical Psychopathology 1 and Psychological Interventions 1.

### 101220.1 Clinical Health Psychology

**Credit Points** 10 **Level** 7

#### Prerequisite

101213.1 Psychological Interventions 1

#### Equivalent Units

B7635 - Clinical Health Psychology

#### Special Requirements

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology)

.....

In this unit students acquire an understanding of how biological, psychological, and social factors interact in health and illness, and how the principles and intervention strategies of clinical psychology can be applied to the management of physical disorders. The practice of this branch of clinical psychology requires an understanding of the biological, psychological, and social characteristics of people with chronic and acute illness, their symptoms, the medical interventions they encounter, and the appropriate psychological interventions to help manage their conditions and enhance quality of life.

### 101817.1 Clinical Neuropsychology and Psychopharmacology

**Credit Points** 10 **Level** 7

#### Prerequisite

101811.1 Psychological Assessment

#### Equivalent Units

101218 - Clinical and Forensic Neuropsychology

.....

This unit provides a comprehensive introduction to contemporary neuropsychological theories, methods and measures, including aspects of the neuropsychological assessment, diagnosis and understanding of developmental and acquired cognitive disorders likely to be encountered by clinical psychologists. The functional neuroanatomy of the brain will be discussed, with consideration of basic neuroanatomy, vascular systems and neurochemistry. The nature of the cognitive systems

involved in attention, memory, language, spatial processing, and executive functions will be reviewed, with discussion of the neuropsychological assessment of each of these systems. The application of neuropsychological theories and methods in clinical psychological practice will be explored, with consideration of a range of developmental and acquired disorders, neuropsychiatric disorders and other common conditions. Ethical and professional issues in clinical neuropsychological practice will be discussed. The unit also includes coverage of mechanisms of psychoactive drug action and the classification, use and efficacy of common psychopharmacological agents for psychological disorders.

### **101812.1 Clinical Psychopathology 1**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101212 - Clinical Psychopathology, 100466 - Advanced Psychopathology

#### **Special Requirements**

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology)

.....

This unit provides a comprehensive examination of the nature and assessment of adult psychopathology. Students will review the origins and structure of current diagnostic systems, and examine the diagnostic criteria for a range of major psychopathological syndromes. Skills in the assessment of adult disorders through interview will be acquired.

### **101813.1 Clinical Psychopathology 2**

**Credit Points** 10 **Level** 7

#### **Prerequisite**

**101812.1** Clinical Psychopathology 1

#### **Special Requirements**

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology)

.....

This unit continues the study of clinical psychopathology. Students will examine the nature and assessment of a range of complex psychopathological syndromes, including schizophrenia and other psychotic disorders; eating disorders; personality disorders; substance-related disorders; dissociative disorders; and sexual and gender identity disorders.

### **101814.1 Clinical Research Methods**

**Credit Points** 10 **Level** 7

#### **Assumed Knowledge**

Undergraduate level research design, methods, and analysis.

#### **Equivalent Units**

100472 - Advanced Research Design

#### **Special Requirements**

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology)

.....

A capacity to understand and critique published empirical research findings, and evaluate the effectiveness and outcomes of therapeutic interventions and treatment programs is essential to the professional psychologist as a scientist-practitioner. This unit assumes a good grasp of undergraduate level research methods and equips students with advanced skills in utilising the research literature to guide and enhance their professional practice; design interventions to test clinically relevant hypotheses; design and implement program evaluations; and critically evaluate the effectiveness of interventions and programs based on empirical evidence. It includes instruction in quantitative and qualitative methods; research design, including single case design; and methods of data analysis.

### **101784.1 Clinical Studies (Art Therapy)**

**Credit Points** 20 **Level** 7

#### **Assumed Knowledge**

Knowledge of art therapy and/or counselling theory and practice and professional practice in a clinical context.

#### **Prerequisite**

**101506.1** Counselling 1 AND **101507.1** Counselling 2 AND **101303.1** Art Therapy: Histories, Theories, Groups AND **101304.1** Art Therapy: Application to Client Groups

#### **Equivalent Units**

101508 - Clinical Studies

#### **Special Requirements**

Criminal records and prohibited persons checks are done on enrolment to Master of Art Therapy.

.....

This unit aims to develop clinical practice skills for students enrolled in the Master of Art Therapy. The unit will involve preparation for the field placements and group supervision of casework and issues arising from the placements. The unit involves 375 hours of clinical placement working under the guidance of a clinical supervisor from the professional background.

### **101677.2 Cognitive Processes**

**Credit Points** 10 **Level** 3

#### **Assumed Knowledge**

Basic understanding of core concepts of cognition, perception and biological psychology

#### **Prerequisite**

**101183.1** Psychology: Behavioural Science

#### **Equivalent Units**

100016 - Human Learning and Cognition

#### **Special Requirements**

Prerequisites will not apply to students enrolled in 1630 Graduate Diploma of Psychological Studies.

.....

Cognitive psychology studies the mental processes that underpin attention, perception, learning and memory. Conceptual and research questions include: How do we recognize speech, faces, or music? What are the structures and mechanisms of human memory? What processes underpin acquisition of language, and are the processes similar when we learn a second language? What processes are involved in reading? What factors affect attention and performance? Is creativity anything more than problem solving? Contemporary theories will be discussed and evaluated. Investigative research methods include experiments, computer modelling, clinical case studies, and brain imaging.

### 100924.1 Community Translation (PG)

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Sufficient proficiency in English plus one other language at native or near-native level.

#### Equivalent Units

A7462 - Community Translation

#### Special Requirements

Students need to be bilingual in the language combinations offered by the School.

.....

This unit aims to develop skills in translation particularly into English in a number of specialised fields: institutional information; documents; medical and legal information; special event literature and advertising and material relevant to special groups (e.g., temporary visitors to sporting events and trade exhibitions). The aim of the unit is for students to develop skills in producing target texts in styles appropriate to specific groups and communities, and to the content and function of the source text. The unit also aims to develop skills in researching and using appropriate specialist terminology, editing and revising, and producing camera-ready documents. On the basis of these skills, the unit is to further develop students' ability to reflect upon translation in terms of strategies and appropriateness in relation to the target audience as well as make critical written and oral assessment of relevant translations. The unit will be available, depending on sufficient demand, for Arabic, Japanese, Mandarin and Spanish.

### 100923.1 Conference Interpreting

**Credit Points** 10 **Level** 7

#### Equivalent Units

A7461 - Conference Interpreting

.....

Students need to be Bilingual. Conference Interpreting is a highly complex activity which requires expertise in a variety of high level interpreting skills as well as knowledge of specialised terminology and contextual issues that relate to international fora. This unit aims to provide students with training in all of these areas. The theoretical concepts that underpin Interpreting will be taught and become the basis for all practical work.

### 101826.1 Conference Interpreting

**Credit Points** 20 **Level** 7

#### Assumed Knowledge

Bilingual competence.

#### Equivalent Units

100923 - Conference Interpreting. A7461 - Conference Interpreting. 101436 - Conference Interpreting 1.

#### Special Requirements

Must be enrolled in one of the PG courses listed or, if a non award student, be a practising interpreter.

.....

Conference Interpreting is a highly complex activity which requires a high level of bilingualism, expertise in a variety of interpreting skills and knowledge of specialised discourse and contextual issues that relate to international fora. This unit aims to introduce students to the theory and practice of Conference Interpreting. The theoretical concepts that underpin Interpreting will be taught and become the basis for all practical work.

### 101627.1 Connecting Communities in Early Childhood Education

**Credit Points** 10 **Level** 7

#### Equivalent Units

100308 - Collaborative Relationships

#### Special Requirements

This unit is only available to Education students. Students in this unit undertake a placement in a children's service. Prior to enrolling in this unit students must have successfully completed an approved Child Protection Workshop and submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010. Undergraduate students must have completed 60 credit points prior to enrolling in this unit.

.....

This unit increases students' understanding of the diverse, complex and changing nature of Australian families and communities and the role of early childhood services within the contemporary socio-cultural context. It also provides opportunities for students to develop critical approaches for working with families and communities within a context of the social, political and economic discourses in early childhood education. Through course work, field visits, reflexivity and research, students will collaborate with services in developing resources/projects suitable to the needs and focus of the service. The focus is on developing and refining effective communication and professional collaborative partnerships with families, staff and children. This unit includes ten days of field visits to an early childhood service.

### 101426.1 Convergent Media Internship

**Credit Points** 10 **Level** 7

.....

This professionally oriented internship consists of two components - work internship placement with Television Sydney (TVS) or a corporate media or community communications division of an organization. The focus on the internship is to research audience/community liaison and the cross media marketing plans of the organisation. During the placement students will develop a practical audience-oriented research project based on a specific agency or community group. The project could form the research stage of a project to be developed in other units of the course. These agencies may include UWS research centres, and educational and community and cultural agencies within Sydney, corporate organisations or off-shore, as agreed. Students research and develop a multiplatform project concept specifically targeted at a selected audience, with an understanding of television media markets.

### 101810.1 Core Skills and Ethical Practice

**Credit Points** 10 **Level** 7

#### Equivalent Units

100459 - Core Skills and Ethical Practice, 101209 - Core Skills: Counselling and Ethical Practice

#### Special Requirements

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology)

.....

In this unit students acquire basic counselling and intervention skills, and familiarity with the ethical, legal, and professional aspects of psychological practice. The theoretical underpinnings of evidence-based intervention strategies and ethical practice are critically examined, and students develop their professional understanding of the codes and guidelines of the Australian Psychological Society and Psychology Board of Australia, and the relevant State and Commonwealth Acts and Regulations of Parliament. Major practice problems faced by psychologists and modes of resolution acceptable within the profession are considered.

### 101506.1 Counselling 1

**Credit Points** 20 **Level** 7

#### Equivalent Units

101432 - Skills in Counselling 1, 101434 - Counselling: Principles and Paradigms in Practice

#### Special Requirements

This unit is specifically designed for students selected to study counselling and art therapy at postgraduate level. It is not suited to be taken as an elective by students who have not been interviewed for their suitability for undertaking studies in counselling. This relates to the emotionally intense and challenging nature both of the content and of the required in-class activities.

.....

Counselling 1 is a foundational unit for postgraduate counselling and therapeutic studies. It forms the first part of a 40 credit point sequence undertaken during the first year. Counselling 1 presents the foundational skills necessary for the successful inception of a productive counselling

relationship. The sequenced, progressive presentation of these skills via experiential learning is framed by the simultaneous presentation of key theoretical concepts relevant to the skills in question. Students will be required to analyse the features of their own personalities, and to reflect on feedback that they receive from others in the role of counsellor, in order to develop the self-awareness and sensitivity necessary for this professional role.

### 101507.1 Counselling 2

**Credit Points** 20 **Level** 7

#### Prerequisite

101506.1 Counselling 1

#### Equivalent Units

101433 - Skills in Counselling 1, 53010 - Counselling: Principles and Paradigms in Practice, 56160 - Theoretical Approaches to Therapy, 400486 - Psychotherapy for Arts Therapists

#### Special Requirements

This unit is specifically designed for students selected to study counselling and art therapy at postgraduate level. It is not suited to be taken as an elective by students who have not been interviewed for their suitability for undertaking studies in counselling. This relates to the emotionally intense and challenging nature both of the content and of the required in-class activities.

.....

Counselling 2 is a foundational unit for postgraduate counselling and therapeutic studies. It forms the second part of a 40 credit point sequence undertaken during the first year. Counselling 2 offers further practice in foundational counselling skills introduced in Counselling 1. In addition, students are introduced to skills appropriate to the unfolding counselling relationship, those that involve an authentic 'encounter' between counsellor and client. Continued skills practice in triads is required, plus completion of eight sessions of counselling with a volunteer client who has already studied in this, or a similar, program. Assessment tasks will require in-depth analysis of the student's skills and counter-transference in an unfolding counselling relationship. Theoretical perspectives will include concepts of problem-formation and change facilitation across the major paradigms; and stages and change-points in the adult life cycle, with appropriateness of varying therapeutic models to each stage.

### 101247.1 Counselling and Consultation

**Credit Points** 10 **Level** 4

#### Equivalent Units

100457 - Counselling and Collaborative Consultation 1

#### Special Requirements

This unit is restricted to students enrolled in courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology Specialist Year.

.....

This unit provides an introduction to basic counselling and consultation skills. Students are provided with a theoretical overview of the 'helping relationship' and have opportunities to learn and practice basic counselling skills. There is a

focus on specific approaches such as solution focused and narrative therapies together with a range of ways of working with young children, adolescents, teachers and families. The unit provides structured opportunities to reflect on personal and professional development with the counsellor role.

### **101199.1 Counselling and Consultation 2**

**Credit Points** 10 **Level** 4

#### **Prerequisite**

**101247.1** Counselling and Consultation

#### **Equivalent Units**

100458 - Counselling & Collaborative Consultation 2

#### **Special Requirements**

This unit is restricted to students enrolled in course 1569 Graduate Certificate in School Counselling. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

.....

This unit builds on the unit 101247 - Counselling and Consultation. It addresses aspects of counselling and collaborative consultation in respect of the major issues that are commonly encountered by school counselling psychologists in educational settings. It explores theories of aetiology, problem maintenance and amelioration, and addresses the needs and perspective of students, educational staff and parents. A range of theoretical approaches in counselling and consultation are considered along with a spectrum of potentially appropriate interventions across the continuum of need.

### **101443.2 Creative Music Therapy Practicum 1**

**Credit Points** 20 **Level** 7

#### **Prerequisite**

**101446.2** Music Therapy Skills 2

#### **Corequisite**

**100914.2** Music Therapy Theory and Practice 2

.....

This unit focuses on the clinical practice of Creative Music Therapy. Students apply their coursework studies to music therapy practice through working, under supervision, with adults or children with disabilities or in other areas of clinical work deemed suitable. In addition, practical applications of various music therapy techniques are taught. Students are required to critically reflect on the clinical experience.

### **101444.3 Creative Music Therapy Practicum 2**

**Credit Points** 20 **Level** 7

#### **Prerequisite**

**101446.3** Music Therapy Skills 2

#### **Corequisite**

**100911.3** Music Therapy Professional Practice

#### **Special Requirements**

This unit is only available to students enrolled in 1650 Master of Creative Music Therapy.

.....

In this unit, students on placement provide music therapy to adults in aged care or in a psychiatric setting, or any other population group deemed appropriate. A student may work alone but will receive in-depth supervision from an RMT. Students are expected to work effectively within a multidisciplinary team. Students will compose and record an instrumental piece for therapy.

### **101549.1 Critical Perspectives in Communication**

**Credit Points** 10 **Level** 7

#### **Assumed Knowledge**

Basic undergraduate level understanding of at least one type of media or communications theory or practice.

#### **Equivalent Units**

63290 - Communication in the Information Age

#### **Special Requirements**

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

.....

Critical approaches to the study and analysis of communications media will be explored, and their social, cultural, economic, political and industrial contexts. The topics will range from classical accounts of rhetoric, through modern and postmodern theories of media and communications, critical methods of cultural analysis, to the current global, social and technological dimensions of the communications environment. Critical analyses of specific communications practices will be developed and presented in an open learning framework. The aim is to provide a substantive foundation for understanding communication theory and what it has to do with the practice of communication.

### **101098.1 Curriculum for Under Threes**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This unit is only available to students enrolled in courses 1625 Master of Teaching (Early Childhood), 1631 Graduate Diploma in Educational Studies (Early Childhood), 1673 Master of Teaching (Birth-12 years), 1672 Master of Teaching (Birth-5years) and 1691 Master of Teaching (Birth-5years/Birth-12years). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood) programme. Students must have completed Child Protection training.

.....

This unit examines the role of families and communities in children's learning and emphasizes the essential role of partnerships in the provision of meaningful curriculum for young children. It also examines approaches to observing

and documenting children's learning in ways that celebrate children's competencies and build connections between children, families and educators while also identifying any areas where children may require additional assistance. Curriculum for under threes also includes the role of interactions, play experiences and culturally responsive routines in the provision of learning environments for under threes.

### **101660.1 Curriculum Futures**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

100694 - Leading Curriculum Change

.....

This unit considers the research and theoretical basis of curriculum futures, with a focus on design for learning and learning design, and critically examines contextual factors and their implications for learning design. The unit provides a critical overview of perspectives on curriculum, curriculum design and a focused examination of connected learning and assessment. Examples of curriculum futures will be negotiated and explicated. The overall focus is on curriculum decision-making and planning for improved learning outcomes.

### **101636.1 Developing Sustainable Places**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101345 - Land Use Strategy Design, 101311 - Urban Challenges: Developing Sustainable Places

.....

This unit provides an understanding of environmental, economic and social issues arising from the effects of urban development within city regions and examines the relationship between sustainable development and metropolitan planning in the Australian and global context. It focuses on the concepts related to sustainability, sustainable development and sustainable cities. It also looks into recent initiatives towards the realisation of sustainable cities.

### **101682.3 Developmental Psychology**

**Credit Points** 10 **Level** 3

#### **Assumed Knowledge**

Basic understanding of core concepts of personality, social and developmental psychology

#### **Special Requirements**

Prior to enrolling in this unit students must have submitted a Working with Children Check Student Declaration.

.....

Note: The unit offerings for the 1H and 2H Teaching Periods at Bankstown and Penrith campuses listed above are available only for students enrolled in courses 1670 - Bachelor of Education (Birth - 5 years) and 1615 - Bachelor of Early Childhood Studies (Child and Family). Please note that enrolments will be monitored and students who are not enrolled in courses 1670 or 1615 will be required to withdraw from 1H/2H and enrol in one of the alternative

Teaching Periods listed above. Structured around an overview of lifespan development including diversity, this unit explores the holistic nature of growth and development through developmental theory and research. This unit highlights the interactive nature of three main areas of development: biological, cognitive, and psychosocial changes that affect the individual from conception to end of life. The unit encourages observation as a means for understanding development and promoting individuals well being. An understanding of indigenous development will be integrated into the unit alongside an appreciation of richness in diversity within various cultural contexts.

### **100530.2 Developmental Psychopathology**

**Credit Points** 10 **Level** 4

#### **Equivalent Units**

B7604 - Developmental Psychopathology

#### **Special Requirements**

Students must be enrolled in courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology Specialist Year only. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

.....

This unit will explore important issues related to developmental psychopathology in children and adolescents. It will focus on the criteria, etiology, and developmental progression, considering risk and resilience factors within a normative developmental approach. This unit will also consider the assessment, treatment and prevention and current developments including behaviour therapy, cognitive behaviour therapy, in childhood disorders. Psychopharmacology will also be discussed.

### **101641.1 Diversity, Social Justice and Equity**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

100979 - Diversity, Social Justice and Schooling, 100341 - Social Justice Issues in Secondary Schooling

#### **Special Requirements**

This is a unit offered at post graduate level for Education students. The unit is not available as an elective in any undergraduate program. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010 and completion of child protection requirements.

.....

It is crucial for students to recognise how pedagogy, the curriculum, learning and schooling generally, are connected to broader cultural, social, economic and political discourses operating in Australian society. Within this context, understanding how equity/inequality is constructed through schooling is essential, including the practices in which individual teachers engage. Knowledge of cultural diversity, how it is represented in schooling and the role identity has on influencing schooling experiences is central. Developing students' awareness of their own subjectivity in relation to cultural diversity and identity issues is crucial to reflexivity and the development of socially just relationships



and practices in schooling. Issues relating to Aboriginal and Non English Speaking Background students are examined in depth.

### **101107.2 Early Childhood Professional Experience 1**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This is a professional experience unit for Education students. Students must have completed Child Protection training prior to placement.

.....

This unit includes lead-in visits and a block placement in a child care centre with children birth to two years of age. In this unit students will interact and build relationships with children, with the staff who care for them in centre based care, and with children's families. Students will apply their knowledge of curriculum and processes of documentation to plan learning experiences and learning environments, evaluate outcomes, document children's learning and reflect on teaching strategies.

### **101108.2 Early Childhood Professional Experience 2**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This is a professional experience unit for Education students. Students must have completed Child Protection training prior to placement.

.....

Early Childhood Professional Experience 2 is a professional experience with children aged three to five years. Students will have the opportunity to develop collaborative relationships with children, families and staff and to implement curriculum that builds on children's current knowledge and experiences and extends their learning. Students will also be encouraged to reflect on their own learning and develop professional goals.

### **101648.1 Early Intervention and Prevention in Early Childhood Contexts**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

Undergraduate students must have completed 60 credit points prior to enrolling in this unit.

.....

This unit introduces early childhood professionals to national and international research in the area of early intervention and prevention and examines national and international innovations in policy responses and programme delivery. It explores implications for policy and practice across a range of diverse settings, including the key role of the early childhood professional and organisations in community capacity building.

### **101652.1 Ecopsychology and Cultural Change**

**Credit Points** 10 **Level** 7

.....

Ecopsychology is concerned with the relationship between human consciousness, human actions and environmental issues. It seeks to understand the sources, both phenomenological and socio-cultural, of the disjuncture between nature and psyche and to develop possibilities for personal and cultural re-connection and healing. Through applying experiential methods, critical inquiry and engagement with ecopsychological writings, students develop their awareness of "self", "nature", "culture" and explore the dynamics between them. The unit incorporates perspectives on ecological identity, ecospirituality and sense of place as ways of re-imagining the human-nature relationship and effecting ecologically-oriented change.

### **101475.1 Education Research Methods and Design**

**Credit Points** 10 **Level** 7

.....

The unit provides an introduction to the research methods used in educational research. This is a practical unit where students develop the knowledge and skills to develop research instruments and collect and analyse data with a variety of data collection tools. The unit requires students to complete a critical analysis of literature

### **101476.1 Education Research Seminar**

**Credit Points** 10 **Level** 7

#### **Corequisite**

**101079.1** Understanding Educational Research AND  
**101475.1** Education Research Methods and Design

.....

This unit requires that students make an oral presentation on their chosen topic for the thesis and attend a series of seminars delivered within the College.

### **100689.4 Education Research Thesis**

**Credit Points** 50 **Level** 7

.....

This unit inducts students into a community of researchers and scholars while specializing in an area of professional and educational interest. Working closely with their supervisors, students undertake a scholarly research and produce a high quality written thesis (max. 15,000 words) reporting on their research. Students participate in a range of research education and support activities including a Seminar Series and the UWS Education or College Research Conference.

### **101578.2 Education, Knowledge, Society and Change**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101283 - Communities and Primary Schools and 100185 - Teaching and Learning in Diverse Communities

#### **Special Requirements**

Students in 1651 Bachelor of Arts (Pathway to Teaching Primary) must have completed 60 credit points before they can undertake this unit

.....

Education is a complex field comprised of diverse and dynamic teacher, student and community populations. This unit examines the socio-political, economic and cultural milieu that shapes teachers' work and school education in an increasingly multifaceted, globalized environment. It is essential those interested in education or related human services, engage with and understand the diversity of both individuals and broader community to promote equitable practices and to facilitate educational and professional transformation. Developing sociological understandings of education, knowledge, society and change provides students with an enhanced awareness of equity issues as well as crucial analytical and critical tools to address diverse needs in complex and ever-changing professional contexts.

### **101613.2 Educational Psychology for Primary Teaching**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101287 - Educational Psychology for Primary Teaching, 100184 - Psychology for Teaching, 101308 - Educational Psychology for Teaching (AREP)

#### **Special Requirements**

Students must be enrolled in course 1605 Master of Teaching (Primary) Advanced, 1608 Master of Teaching (Primary), 1633 Graduate Diploma in Educational Studies (Primary) (exit only), 1651 Bachelor of Arts (Pathway to Teaching Primary) or 1663 Graduate Diploma in Educational Studies (Primary) (exit only). Students in Course 1651 must have completed 60 credit points. All students must have a Prohibited Employment Declaration and have completed child protection requirements.

.....

Effective teaching in the primary classroom requires an understanding of children's developmental needs, knowledge of how students learn, and proficiency in tailoring teaching strategies to cater to a range of learning styles and abilities. This unit develops theoretical and applied understandings of child development and demonstrates how educational psychology perspectives on learning, motivation and classroom environments can be applied to enhance teacher effectiveness and student learning outcomes. Particular emphasis is given to establishing and maintaining positive and productive classroom environments and to developing responsive teaching practices that stimulate cognitive learning while

promoting social and emotional well being. Philosophies of learning and teaching will be developed in this unit.

### **100487.3 Empirical Research Methods Seminar**

**Credit Points** 20 **Level** 4

#### **Assumed Knowledge**

This unit is taught on the assumption that all students have a statistical competence to the level of between-units multi-way analysis of variance, bivariate regression analysis, and basic non-parametric procedures (including correlational procedures). This includes demonstrated computational ability using the statistical package SPSS.

#### **Special Requirements**

Students must be enrolled in courses 1502 Postgraduate Diploma of Psychology or 1500 Bachelor of Psychology Specialist year of study.

.....

This unit exposes students to advanced psychological methods. This will provide a strong basis for postgraduate studies and further strengthen applied research skills. The first half year will focus on qualitative methods. It will be assumed that students have not been exposed to these methods previously and this component of the unit will begin with an introduction to the topic before progressing to the major qualitative methods. The second half year will focus on quantitative methods and aims to extend and challenge some of the common statistical methods taught in earlier units.

### **100488.2 Empirical Research Project**

**Credit Points** 30 **Level** 4

#### **Special Requirements**

Students must be enrolled in courses 1502 - Postgraduate Diploma of Psychology or 1500 - Bachelor of Psychology Specialist Study.

.....

This unit equips students with the skills needed to design and develop a research project, to operationalise their research question, to select and undertake the appropriate methods of analysis, and to effectively present results. The program is one year long, and is taught on the assumption that students have a statistical competence in multi-way analysis of variance, bivariate regression analysis, and basic non-parametric procedures. This includes demonstrated computational ability using the statistical package SPSS.

### **101099.1 Engaging Children in Curriculum**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This unit requires students to implement curriculum with children and therefore is restricted to students enrolled in courses 1625 Master of Teaching (Early Childhood), 1631 Graduate Diploma in Educational Studies (Early Childhood), 1673 Master of Teaching (Birth-12 years), 1672 Master of Teaching (Birth-5years) and 1691 Master of Teaching (Birth-5years/Birth-12years). Students must have completed Child Protection training.

.....

In this unit students will have the opportunity to examine a range of approaches to curriculum with a particular focus on children in the 3-5 years age range. Students will develop strategies for connecting curriculum to children's social worlds and for facilitating children's in-depth investigations and critical thinking. There will be focus on interest-based experience and projects that integrate curriculum areas of maths, science, literacy and human society. Students will also examine strategies for organising the total learning environment in ways that cater for diverse interests, multiple intelligences and the need for a balance of active and quiet experiences. Given the increasing focus on preschool education and transition to school students will also explore issues related to school readiness and transition to school.

### 101825.1 English Linguistics for TESOL

**Credit Points** 10 **Level** 7

.....

This unit provides students with a linguistics background, including English grammar, necessary to excel in English language teaching and assessment. Encompassing the areas of syntax, semantics, morphology, phonology and phonetics, the unit equips students with the technical vocabulary of linguistics and pedagogical grammar as well as the analytical skills necessary to identify and describe both the English language and patterns of performance by second and bilingual language learners. These foundational skills prepare students for success in language teaching, assessment and second language research.

### 101653.1 Environmental Education and Advocacy

**Credit Points** 10 **Level** 7

.....

'Sustainability' and the change required to achieve it present numerous challenges. A social-ecological approach to learning for sustainability emphasises learning as a reciprocal process, engaging the self, others and the notion of sustainability itself. Learning, advocacy and future sustainability will be addressed alongside the orientations, goals and outcomes through which such work is valued. Environmental education and advocacy are imagined here as ethically grounded forms of participation in community and ways of enacting responsibilities. Project work in this unit will be structured around personal sustainability, sustainable systems, relationships, institutions and the educational contexts of individual students.

### 400417.1 Epidemiology and Quantitative Methods

**Credit Points** 10 **Level** 7

#### Equivalent Units

E7228 - Epidemiology and Quantitative Methods.

#### Special Requirements

Students must be enrolled in a postgraduate course.

In this unit students study epidemiological design and analytic strategies as well as biostatistics. The unit also examines the use of surveillance and population datasets to measure and monitor population health and plan health services. Students will develop skills to critically appraise research in health and health care. A range of research studies is examined including studies of occurrence and risk factors for disease and studies evaluating intervention treatments or programs. Both the epidemiological and statistical evidence for the findings are critically assessed

### 101659.1 Evaluating Learning Programs

**Credit Points** 10 **Level** 7

#### Equivalent Units

100696 - Educational Evaluation

.....

This unit provides students from a range of backgrounds with the skills to undertake evaluation studies of a range of educational and community learning programs, projects, and/or curricula within a range of organisations. Through the use of case studies, problem-based and experiential learning techniques, and presentations by experienced evaluators, students will be introduced to the social, political and ethical factors that impact on evaluating learning programs, and explore different approaches and models for designing and implementing an evaluation of learning programs. Students will apply their learning by designing and implementing a small scale evaluation study.

### 100013.1 Experimental Design and Analysis

**Credit Points** 10 **Level** 2

#### Prerequisite

**101183.1** Psychology: Behavioural Science AND **101184.1** Psychology: Human Behaviour

#### Special Requirements

Pre-requisites will not apply to students enrolled in courses 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

.....

This unit is driven by the scientific method with a focus on experimental design and related data analysis. Although some of the methods and techniques are dealt with in passing in earlier units, a more complete approach is adopted here. Research design and methodology issues, statistical concepts and techniques, computer analysis of data, and communicating research findings are all features of this unit.

### 101315.2 Financing Cities in the Global Economy

**Credit Points** 10 **Level** 7

.....

This unit version will commence from Spring 2010. Financing the large amounts of physical infrastructure

required to keep cities running and growing at a time when many governments, who have been the traditional providers of this infrastructure, face financial constraints is a key challenge for urban managers. In order to be able to enter into the debate about financing cities it is important to develop a basic financial literacy and to understand the framework of public finance in Australia and elsewhere. This course undertakes both these tasks as well as providing a rigorous introduction to public private partnerships (PPPs) - seen by many as a key source of infrastructure financing. Lastly, the course undertakes a detailed case study in the economics of development which enables participants to practice their financial skills in a familiar urban context.

### **101103.2 Fostering Creativity in Children's Learning**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This unit is only available to students enrolled in courses 1673 Master of Teaching (Birth-12 years), 1672 Master of Teaching (Birth-5years) and 1691 Master of Teaching (Birth-5years/Birth-12years). Students must have completed Child Protection training.

.....

This unit focuses on processes of creative thinking and creative expression in young children and introduces students to the theory and practices of using drama, music, dance and visual arts in prior to school (0-5 years) and school contexts (5-12 years). Collaborative learning and reflective practices are the key operating principles of the unit. The unit will encompass creativity both as it relates to the arts as well as its critical role in fostering creative thinking and practices. Students will explore the relevance of the arts in the development of children's play; and will engage with appropriate information and communication technologies for learning in the arts. The unit provides an understanding of the importance of the art forms both as powerful teaching and learning approaches across the early childhood and primary years and as creative arts in their own right.

### **101785.1 Further Clinical Studies (Art Therapy)**

**Credit Points** 20 **Level** 7

#### **Prerequisite**

**101784.1** Clinical Studies (Art Therapy)

#### **Equivalent Units**

101509 - Further Clinical Studies

#### **Special Requirements**

Criminal records and prohibited persons checks are done on enrolment to Master of Art Therapy.

.....

This unit aims to develop clinical practice skills to the level required for professional registration. The unit involves 375 hours of clinical placement working under the guidance of a clinical supervisor. It will involve group supervision of casework and in-depth discussion of issues arising from placements.

### **101628.1 Global Literacies**

**Credit Points** 10 **Level** 7

#### **Incompatible Units**

101428 - Multiliteracies, 101118 - Multiliteracies for Learning

.....

This unit will explore the impact of globalisation and new information and communication technologies on literacy and literacy learning. It takes a broad view of literacy that includes viewing and creating multimodal texts and critical literacy, as well as reading, writing, speaking and listening. Students will examine contemporary theories of literacy and the implications of these theories for early childhood educators.

### **101629.1 Healthy Identities**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This unit is only available to Education students. Students are required to complete visits to an early childhood setting and must have completed Child Protection training prior to placement.

.....

Within early childhood settings and primary schools educators are responsible for making decisions related to the health, safety and wellbeing of young children. These decisions include the growth and developmental needs of children as well as health and social issues reflective of changes in society. This unit focuses on developing students' understandings of health, safety, nutrition, personal development and physical education of children 0-12 and how to develop pedagogies which support meaningful teaching in this area. Included in this unit is the development of students' expertise in using relevant documents that inform teaching in this area including the Personal Development, Health and Physical Education syllabus for teaching in primary schools. The unit includes a 10 day professional experience placement.

### **101676.1 Human Learning**

**Credit Points** 10 **Level** 2

.....

Human Learning is concerned with the experimental analysis of human and animal behaviour and focuses upon associative learning, including classical conditioning, operant conditioning, and social learning approaches. Definitions, assumptions, and basic phenomena associated with the study of learning are described and evaluated in terms of their ability to account for various aspects of human behaviour and experience. The practical work highlights important concepts introduced in the lecture program and focuses upon practical techniques of use in everyday situations.

### **101196.1 Human Performance in Applied Psychology**

**Credit Points** 10 **Level** 4

#### **Equivalent Units**

B7608 - Applied Sport Psychology

#### **Special Requirements**

This unit is restricted to students enrolled in courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology Specialist Year only.

.....

This unit applies performance enhancement strategies in a variety of situations. It includes acquiring theoretical knowledge and practice of mental skills, as well as the design, implementation, and evaluation of a performance enhancement program. Although the focus of performance psychology has previously been on the elite sport performer, emphasis will be placed on the use of strategies and techniques in a variety of performance related activities that arise in the practice of general psychology.

### **101672.1 Inclusion In Practice**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101027 - Teaching and Learning in Special Education,  
101029 - Collaborative Practice

.....

Understanding how to accommodate the needs of all children is critical to effective inclusion. This unit utilises an ecological model to analyse the impact of a child's additional needs upon the physical, social and learning environments of the educational setting. These analyses are then used to develop strategies and methods which can facilitate the learning and inclusion of children with a range of abilities, skills and needs.

### **100984.1 Inclusive Education: Principles and Practices**

**Credit Points** 10 **Level** 7

.....

Students need to understand and assess the intellectual, emotional, social and physical needs of all children and young people in regular classrooms. They need to develop appropriate and relevant skills, attitudes and methodologies to enable them to assess, plan, implement and evaluate programs which meet the individual educational needs of students with disabilities, learning difficulties and/or behaviour disorders. This unit of study addresses professional skills, theories, approaches and relevant legislation in the implementation of the principles of inclusive education practices in secondary settings.

### **101625.1 Inclusive Practices**

**Credit Points** 10 **Level** 7

#### **Incompatible Units**

100321 - Children with additional needs and their families

.....

Inclusion is both a right and an expectation for all children. Its effectiveness, however, depends upon teachers having the skills to facilitate the learning of children with a broad range of abilities within their educational setting. The impact of a range of additional needs on children, their families, early childhood and school setting are explored within ecological and eco-cultural frameworks and the implications for intervention and inclusion analysed. Collaboration, the role of multidisciplinary teams, transdisciplinary approaches to service delivery and the paramount role of families are advocated as essential for effective early childhood intervention and inclusion.

### **101286.2 Inclusive Teaching for Effective Learning**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

100172 - Inclusive Education Practices, 100742 - Inclusive Educational Practices - AREP

#### **Special Requirements**

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 OR a Working with Children Check Student Declaration after 1 June 2010

.....

Effective and inclusive teaching requires knowledge of how students learn as well as proficiency in applying appropriately tailored teaching strategies to cater to individual developmental needs. This unit provides a foundation of knowledge and practice that facilitates development of appropriate and inclusive attitudes and skills for teaching students with special needs in the main stream. In particular, the capacity to structure individualised education and behaviour management programs will be developed drawing on practical experiences and a broad familiarity with the field.

### **100703.1 Independent Study 1**

**Credit Points** 10 **Level** 7

.....

Independent Study 1 enables students to engage in an intensive study of an aspect of workplace learning in order to develop, implement or improve some aspect of current professional practice. It provides opportunities for students to use workplace-based research skills and related theory directly in a workplace-based research task. The workplace may be a classroom or other professional setting.

### **101657.1 Independent Study/Practice in Context**

**Credit Points** 10 **Level** 7

.....

Independent Study enables students to engage in an intensive study of an aspect of work related learning in order to develop, implement or improve some aspect of current professional or personal practice. It provides opportunities for students to use research skills and related

theory directly in a research task within their their own areas of specialisation. Students will be required to explain and justify proposals, and 'work in progress' of the project through consultation with the supervisor and present at colloquium and/or conferences.

### 101546.1 Individual Project (Autumn)

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Students are expected to have completed a degree in a quite broadly related discipline, such as: economics, human geography, computer science, communications, media studies, English language or literature, sociology, political science, law, journalism, etc. All entrants must satisfy the university's English language requirements. In rare cases, the Course Advisor may admit a non-graduate to the program, but only on the basis of the applicant having very considerable professional / commercial experience. A journalist with ten years' experience, for instance, might satisfy this criterion.

#### Special Requirements

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

.....

Delivered on a one-to-one basis and sitting in a reciprocal, synergistic relationship with the Individual Project offering of the Spring semester, this unit enables students to frame and deliver a closely supervised, staged strategic communications project privileging advanced creative and strategic thinking, commercial and organisational modelling, research, and commercial best practice. Students who have successfully completed the Spring semester's Individual Project (or who demonstrate high level professional or academic experience in strategic communication) may, at the lecturer's discretion, undertake a major project for a real-world client.

### 101547.1 Individual Project (Spring)

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Students are expected to have completed a degree in a quite broadly related discipline, such as: economics, human geography, computer science, communications, media studies, English language or literature, sociology, political science, law, journalism, etc. All entrants must satisfy the university's English language requirements. In rare cases, the Course Advisor may admit a non-graduate to the program, but only on the basis of the applicant having very considerable professional / commercial experience. A journalist with ten years' experience, for instance, might satisfy this criterion.

#### Special Requirements

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

.....

Delivered on a one-to-one basis and sitting in a reciprocal, synergistic relationship with the Individual Project offering of the Autumn semester, this unit enables students to frame

and deliver a closely supervised, staged strategic communications project privileging advanced creative and strategic thinking, commercial and organisational modelling, research, and commercial best practice. Students who have successfully completed the Autumn semester's Individual Project (or who demonstrate high level professional or academic experience in strategic communication) may, at the lecturer's discretion, undertake a major project for a real-world client.

### 101550.1 Integrated Marketing Communication

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Computer literacy.

#### Equivalent Units

63313 - Advertising Publicity and Promotion

#### Special Requirements

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

.....

Integrated Marketing Communication breaks down the traditional advertising, public relations, and marketing paradigms by challenging practitioners to apply the optimum mix of media and message to motivate the target audience to act. IMC is a key component of marketing strategy and management; therefore, its management is critical to the success of brands. The impact of the Internet and now Web 2.0 support the need to embrace integrated marketing communications as a comprehensive approach to reach target audiences on their terms. The unit encourages students to produce a range of strategies to foster critical enquiry and intellectual debate in the new discipline of Integrated Marketing Communication.

### 400586.1 Integrating Theory, Research and Practice

**Credit Points** 20 **Level** 7

#### Prerequisite

**400585.1** Theories of the Social AND **400421.1** Research Methods for Humanities and Social Sciences

.....

This unit is the capstone for the Master of Social Science. It extends students' critical practice in their specialist field, building on Theories of the Social and Research Methods for the Humanities and Social Sciences. Students will undertake intensive analyses of the links between theory, research and practice and prepare and carry out an investigation negotiated with an academic advisor. The unit consists of intensive workshops and a plenary seminar in which students present their work. Throughout the semester study groups based on specialties will meet with an academic advisor. A substantial research report of activities/ investigations, analyses and interpretations will be produced that complies with the unit's objectives. Note: Projects are not individually supervised, but will require the production of an individually completed research project and report.

## **A7456.2 Interpreting and Translation Professional Practicum (PG)**

**Credit Points** 10 **Level** 7

### **Assumed Knowledge**

Students need to be bilingual.

### **Corequisite**

**100916.1** Legal Interpreting OR **100917.1** Specialised Translation (PG) OR **100922.1** Medical Interpreting (PG) OR **100924.1** Community Translation (PG)

.....

This unit is aimed at providing students with the opportunity to make useful observations about practical aspects of the Interpreting and/or Translation professions and related fields (such as the Legal System), as well as with supervised practice in the workplace. Students will complete the practical work relevant to their field of specialisation, i.e., Interpreting or Translation or Interpreting and Translation.

## **101695.1 Introduction to Interpreting PG**

**Credit Points** 10 **Level** 7

### **Assumed Knowledge**

Proficiency in English and other language (LOTE) at native or near-native level.

### **Equivalent Units**

A1335 - Interpreting 1, A1336 - Interpreting 2, A3395 - Introduction to Interpreting

### **Incompatible Units**

100921 - Interpreting and Translation Theory

.....

This is the core unit for students in postgraduate coursework programs in Interpreting and Translation. It introduces students to translation theory and practice of Interpreting. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Chinese (Mandarin) and Spanish.

## **101639.1 Introduction to Teaching and Learning**

**Credit Points** 10 **Level** 7

### **Equivalent Units**

100972 - Pedagogies for Learning

### **Special Requirements**

This is a unit offered at post graduate level for Education students. The unit is not available as an elective in any undergraduate program. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 OR a Working with Children Check Student Declaration after 1 June 2010 and completion of child protection requirements.

.....

This is the first of two units emphasising contemporary practices in pedagogy to develop a sense of teaching as a profession through reflection on practice. Students will

explore and attempt to understand the effects of quality school-based teaching and learning on adolescent learners, particularly indigenous, and culturally and linguistically diverse learners in Western Sydney. Students will critically reflect on their personal constructs of teaching and values about the individuality, diversity and emerging maturity of secondary students. The application of ICT to engage and motivate learners and the development of an understanding of key learning area literacy demands are major foci for the unit.

## **101696.1 Introduction to Translation PG**

**Credit Points** 10 **Level** 7

### **Assumed Knowledge**

Proficiency in English and other language (LOTE) at native or near-native level.

### **Incompatible Units**

100927 - Interpreting and Translation Skills

.....

This is a core unit for students in postgraduate coursework programs in Interpreting and Translation. It introduces students to the theory and practice of Translation. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin and Spanish.

## **100919.1 Investigating Second Language Acquisition**

**Credit Points** 10 **Level** 7

### **Assumed Knowledge**

Knowledge of a LOTE and/or some Linguistics and/or some language teaching experience.

### **Equivalent Units**

A7449 - Investigating Second Language Acquisition

.....

This is an elective unit for honours and postgraduate students of languages and linguistics to provide a focused theoretical and research framework in the area of second language acquisition (SLA) from a psycholinguistic viewpoint. This unit widens the theoretical and methodological basis of those students intending to undertake further studies and/or research in the Linguistics and SLA area and also serves the language teachers interested in applying SLA-based knowledge to pedagogy and classroom research.

## **101102.1 Investigating Social Worlds**

**Credit Points** 10 **Level** 7

### **Equivalent Units**

100313 - Investigating Social Worlds

### **Special Requirements**

This unit is only available to students enrolled in courses 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and

professional experiences within the Master of Teaching (Early Childhood) programme.

.....

In this unit, students will draw on Bourdieu's frameworks of social and cultural capital and critically examine the relationship between the 'self' and the 'social' in relation to how children learn about identity, family, culture, environments, social justice, critical thinking, decision-making, understanding and promoting diversity in a globalised changing world. This unit develops students' understanding of social worlds curriculum through the exploration of key curriculum frameworks in both prior-to-school and school settings.

### **101802.1 Investigating with Mathematics, Science and Technology**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101104 - Mathematics, Science & Technology 0-8

#### **Special Requirements**

For Education students only. Students must have completed a Working with Children Check or Prohibited Employment Declaration.

.....

This unit aims to develop a critical and meaningful understanding of how mathematics, science and technology shape our lives and the world we live in. It will extend students' understanding of the investigative nature of these areas, how they integrate and impact on each other and how they can be promoted in creative, positive, challenging and meaningful ways in the learning environment. This unit will foster in teachers a positive dispositions towards teaching Science, Mathematics and Technology in the early childhood and primary school years. It will develop teaching practices in this area including the use of the relevant pedagogical approaches and the use of relevant BOS syllabus documents.

### **A7444.1 Language and Linguistics Research Methods**

**Credit Points** 10 **Level** 7

.....

This unit aims to help postgraduate students acquire the knowledge and skills to design and carry out a research project in the field of Languages and Linguistics (i.e. Contrastive Linguistics, Sociolinguistics, Language-in-Education Planning, First and Second Language Acquisition, Interpreting and Translation, Discourse Analysis and Descriptive Linguistics). It includes theoretical and practical work in specific areas of research in Languages and Linguistics.

### **101297.1 Languages and Linguistics Special Project**

**Credit Points** 10 **Level** 7

#### **Assumed Knowledge**

Depending on the project chosen, the student should be familiar with research design and procedure, as in A7444 -

Research Methods, or be familiar with TESOL methodology or be undertaking concurrently 100725 - TESOL Methodology.

#### **Equivalent Units**

100726 - TESOL Internship, 100720 - TESOL Dissertation, A7526 - Languages and Linguistics Dissertation

#### **Special Requirements**

This unit is restricted to students who are enrolled in courses 1595 - Master of Arts (TESOL), 1635 - Graduate Diploma in TESOL, 1636 - Graduate Certificate in TESOL, 1640 - Master of Arts Translation and Interpreting Studies.

.....

This unit provides the opportunity for students in postgraduate TESOL and Interpreting and Translation programs to undertake a special project related to their needs and interests, such as a professional Internship in TESOL; or an action research project in TESOL; or an independent research project in TESOL or Translation and Interpreting Studies.

### **100701.1 Leadership, Mentoring and Professional Growth**

**Credit Points** 10 **Level** 7

.....

Becoming a professional in institutions is a complex and intricate process. It takes not only adequate initial training (both theoretical and the implementation of theory into practice) but a commitment and undertaking to career-long learning and professional development. Such commitment and undertaking need not be an isolated process. Educational leaders are available to assist in the promotion of professional development. This unit provides leaders with the understandings and strategies for implementing mentoring and professional development programs.

### **101581.1 Learning for Teaching**

**Credit Points** 10 **Level** 7

#### **Corequisite**

**101289.1** Professional Practice I

#### **Equivalent Units**

101282 - Becoming A Teacher, 100189 - Understanding Learning and Teaching

#### **Special Requirements**

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

This unit examines the theory and practice of teaching. Students will develop skills in planning, implementing and evaluating classroom teaching strategies and learning experiences to meet primary school students' curriculum needs. Analysis of various classroom organisation and management strategies that focus on classroom dynamics, will assist the students in developing philosophies of teaching and learning. It explores how theory and research underpin and inform curriculum development and



pedagogical practice. Integrated in the learning will be the use of information technologies.

### 100916.1 Legal Interpreting

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Bilingual competence in English and one of the languages offered by the School.

#### Equivalent Units

A7459 - Legal Interpreting

Legal interpreting is a highly complex process that requires specialised training in interpreting techniques, litigation tactics, legal language and the legal system. This unit is a compulsory unit for students in the BA (Interpreting and Translation) course. It can also be offered to practising interpreters who wish to improve and perfect their knowledge and skills in legal interpreting. It aims to provide students with the theoretical background and the opportunity to develop the interpreting skills necessary to operate at the NAATI professional level as a court interpreter. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin and Spanish.

### 101106.2 Literacy 0-8

**Credit Points** 10 **Level** 7

#### Equivalent Units

100314 - Literacy Learning in Early Childhood 1, 100315 - Literacy Learning in Early Childhood 2

#### Incompatible Units

101621 - Early Literacy Learning

#### Special Requirements

This unit is only available to students from the School of Education as students are required to complete observations and planning and must have completed Child Protection training and prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010. Successful completion of 60 credit points for undergraduate students in course 1670 - Bachelor of Education (Birth - 5 Years).

From 2011, this unit is replaced by 101803 Literacy in the Early Years. This unit focuses on issues relating to the language and literacy development of young children in the years birth to eight. It investigates the nature and processes of literacy learning, including listening, speaking, reading, writing, spelling, drawing, visual and critical literacies in children's daily lives in diverse contexts. The unit includes processes for teaching beginning readers and the use of a range of children's literature to promote children's language and literacy learning. There is a strong focus on the role of early childhood educators in assessing children's language and literacy learning and planning experiences that incorporate children's home literacies and build on children's strengths.

### 101803.1 Literacy in the Early Years

**Credit Points** 10 **Level** 7

#### Equivalent Units

100314 - Literacy Learning in Early Childhood 1, 100315 - Literacy Learning in Early Childhood 2, 101106 - Literacy 0-8

#### Special Requirements

This unit is for Education students only as students are required to complete observations and planning and must have completed Child Protection training. Undergraduate students in the B, Ed Birth – 5 Years must have satisfactorily completed 60 credit points to enrol in this unit. Students must have completed Child Protection training and Working with Children Check or Prohibited Employment Declaration.

This unit focuses on issues relating to the language and literacy development of young children in the years birth to eight. It investigates the nature and processes of literacy learning, including listening, speaking, reading, writing, spelling, drawing, visual and critical literacies in children's daily lives in diverse contexts. The unit includes processes for teaching beginning readers and the use of a range of children's literature to promote children's language and literacy learning. There is a strong focus on the role of early childhood educators in assessing children's language and literacy learning and planning experiences that incorporate children's home literacies and build on children's strengths.

### 100925.1 Literary Translation

**Credit Points** 10 **Level** 7

#### Equivalent Units

A7463 - Literary Translation

This unit aims to develop in students an appreciation of different literary genres in English and in their other language (LOTE) with an emphasis on stylistic and cultural issues to provide a basis for literary translation. The unit will cover literary translation theory and introduce relevant strategies to be applied in practice. The class will be non-language specific, but students will be expected to work from and into their language other than English.

### 101630.1 Managing Child and Family Services

**Credit Points** 10 **Level** 7

#### Equivalent Units

101101 - Children's Services: Management and Administration

This unit explores management and leadership in early childhood settings. Managing the day to day operation of complex social organisations such as early childhood settings and navigating a pathway toward the future requires the development of micro and macro management skills that are nuanced and finely tuned to the socio-political context in which services are located. This unit explores

management theory and practice in the context of early childhood settings with a focus on building relationships and influencing others, and organisational planning and change management.

### **101633.1 Managing Cities: History and Theory**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101310 - Metropolitan Structures: Cities in Transformation

.....

This unit concerns philosophical thought and critical thinking in public planning. It develops an understanding of planning theories and examines past and present trends in this area. It reviews the theoretical frameworks for an insight into planning processes and analyses the economic, spatial and socio-political dimensions of activities involved.

### **101104.2 Mathematics, Science and Technology 0-8**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

100299 - Connecting Communities in Early Childhood Education

#### **Special Requirements**

For Education students only and must have completed Child Protection training.

.....

In 2011, this unit is replaced by 101802 Investigating with Mathematics, Science and Technology. This unit aims to develop a critical and meaningful understanding of how mathematics, science and technology shape our lives and the world we live in. It will extend students' understanding of the investigative nature of these areas, how they integrate and impact on each other and how they can be promoted in creative, positive, challenging and meaningful ways in the learning environment. This unit will foster in teachers a positive dispositions towards teaching Science, Mathematics and Technology in the early childhood and primary school years. It will develop teaching practices in this area including the use of the relevant pedagogical approaches and the use of relevant DET syllabus documents.

### **101745.1 Media Project Production**

**Credit Points** 20 **Level** 7

#### **Assumed Knowledge**

Broad understanding of convergent media forms and processes; specific knowledge of project development including concept and design development.

#### **Prerequisite**

**101423.1** Media Project Proposal

#### **Equivalent Units**

101424 - Media Production

.....

This unit offers an individual, or group of, student(s) the opportunity to develop, produce and evaluate a Media Project developed in the Media Project Proposal Unit. The project production will cover implementation and evaluation issues relevant to media products. The final product is intended to be a significant new media project prototype. Individual students can negotiate the project of their choice, but this should be based on the Media Project Proposal (or equivalent) developed in the Spring Semester, or first half of semester if you are a full time student. A 5,000 word report forms part of the assessment.

### **101423.1 Media Project Proposal**

**Credit Points** 20 **Level** 7

.....

This unit offers each student the opportunity to develop a detailed media project proposal to the proof of concept/pilot stage in response to a chosen set "live" brief. Projects may be for television, online delivery or cross platform delivery. The project proposal will cover background research, precedent and case studies, specification/treatment, pilot and pitch to industry professionals. The objective is to provide a detailed specification for the major media project production unit that follows.

### **100922.1 Medical Interpreting (PG)**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

A7460 - Medical Interpreting

.....

This unit aims to develop students' skills in interpreting at the Professional level (formerly NAATI Level 3) through the modes of dialogue interpreting, consecutive interpreting, simultaneous interpreting and sight translation in the domain of health services.

### **101793.1 Methods and Case Studies in Convergent Media**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101422 - Media Contexts: Audience and Trends

#### **Special Requirements**

This unit is only available to student enrolled in the Master of Convergent Media, the Graduate Certificate in Convergent Media, the Master of Professional Communication or the Graduate Certificate of Professional Communication.

.....

The contemporary media landscape is characterised by the breakdown of traditional media silos and the transformation of media production and consumption practices. Media, marketing and creative professionals are now required to understand and connect with their audiences across multiple media platforms. The aim of this unit is to provide students with an historical, geopolitical and theoretical introduction to convergent media theory and practice/s. Using current media theory, design theories, and research methodologies, students will select, analyse and

contextualise case studies. This unit is designed to have a synergistic relation to the unit Theories and Practice in Convergent Media, although it is different in the case studies and topics covered, which vary from semester to semester. These can include iTV, digital games, community media, digital arts, activist networks, social media and cross platform projects.

**101743.1 Mobile Media**

**Credit Points** 10 **Level** 7

**Equivalent Units**

101425 - Live Links: Scripting, Interviewing and Presenting

**Special Requirements**

This unit is restricted to postgraduate students.

.....

The proliferation of the mobile device and the evolution of mobile networks has profoundly changed the social and interpersonal sphere and the global media landscape. This unit combines both theory and practice to engage with Mobile Communications and Society: the cultural, family and interpersonal consequences of mobile communication and its effect on every day life, social cohesion, political and economic activities, social development and change, and Mobile Media: current media production and distribution platforms, practices and trends. This unit includes the production of content for distribution via mobile devices.

**101678.2 Motivation and Emotion**

**Credit Points** 10 **Level** 3

**Prerequisite**

**101184.1** Psychology: Human Behaviour AND **101183.1** Psychology: Behavioural Science

**Special Requirements**

Pr-requisites will not apply to students enrolled in courses 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

.....

The study of motivation and emotion attempts to understand why a person engages in certain actions and why he/she has certain feelings and thoughts. In addition to being an interesting topic in its own right, concepts of motivation and emotion are central to many broader aspects of psychology. Therefore, in addition to examining core motivation and emotion research and theory, the unit also explores the topic's relationship with other areas of psychology, and its relevance to central debates discussed throughout the discipline. Emphasis is placed on a critical understanding of the relevant research and its implications for theory and practice.

**101671.1 Multiliteracies and Additional Needs**

**Credit Points** 10 **Level** 7

.....

For those with special needs technology enables or enhances communication and demonstration of literacy and numeracy skills. This unit explores models of communication, new literacies, and difficulties in mathematical concepts as they intersect with a range of technologies. Emphasis will be on demonstrating deep knowledge of the literature and demonstrating skills in instructional practices employing technology to support learning, communication, curricular, and instructional access to literacy and numeracy for students with a range of special needs. Students will be expected to critically examine the educational function and efficacy of communication technology, assistive technology, digital and multimedia text, and educational software.

**100910.1 Music Therapy Method**

**Credit Points** 10 **Level** 7

**Assumed Knowledge**

For students enrolling in the Master of Creative Music Therapy, successful completion of audition/interview prior to enrolment.

**Corequisite**

**33016.1** Music Therapy Skills 1 OR **101445.1** Music Therapy Skills 1

**Equivalent Units**

56152 - Professional Practice (PG)

.....

Music Therapy Method provides a background to the historical development and theoretical underpinnings of music therapy worldwide with an emphasis on Creative Music Therapy. Government legislation and social attitudes that impinge on the delivery of music therapy to the community are discussed. The Constitution and Code of Ethics of the AMTA are outlined. Normal human development through the lifespan is looked at in depth paralleled with studies on developmental disabilities and other disorders. Culture, gender, race, religion and socio-economics are examined within the context of understanding the place of music therapy in society. Counselling and music therapy is introduced. Aspects of self-care for music therapy practitioners and students are addressed.

**100911.3 Music Therapy Professional Practice**

**Credit Points** 10 **Level** 7

**Prerequisite**

**100914.3** Music Therapy Theory and Practice 2

**Corequisite**

**101444.2** Creative Music Therapy Practicum 2

**Special Requirements**

This unit is not available as an elective because of the specific nature of clinical work included in the program. It is only available to students enrolled in the Master of Creative Music Therapy.

.....

This unit provides students with professional skills in academic, clinical and report writing plus professional presentation skills. Introduced are the philosophical principles, techniques and evaluation in Creative Music Therapy. Students are also introduced to receptive methods of music therapy professional practice as well as being given a background to professional research writing. Aspects of self-care for music therapy practitioners and students are addressed.

### 101445.2 Music Therapy Skills 1

**Credit Points** 20 **Level** 7

**Corequisite**

**100910.1** Music Therapy Method

**Equivalent Units**

33017 - Music Therapy Skills 1

.....

Through a combination of music skills workshop and clinical placement, the unit opens up an exploration of improvisation, instrumental playing, repertoire, song writing, voice work and composition as techniques for music therapy. Listening techniques and the effects of music on human physiology and psychology are explored. Videos of case studies are played to illustrate clinical work. The placement introduces students to the practice of music therapy through observation and work with a registered music therapist (RMT).

### 101446.3 Music Therapy Skills 2

**Credit Points** 20 **Level** 7

**Corequisite**

**100914.3** Music Therapy Theory and Practice 2

**Special Requirements**

This unit is only available to students enrolled in 1650 Master of Creative Music Therapy.

.....

Through a combination of music therapy skill development and clinical placement, this unit engages students in the study of improvisation, instrumental playing, repertoire, song writing, voice work and composition illustrated with advanced case material. The clinical placement introduces students to the practice of music therapy with younger clients, observing and working with a Registered Music Therapist (RMT).

### 100912.2 Music Therapy Theory and Practice 1

**Credit Points** 10 **Level** 7

**Prerequisite**

**100910.1** Music Therapy Method

**Corequisite**

**101443.2** Creative Music Therapy Practicum 1

.....

This unit examines contemporary psychological theories with the specific focus on their implications for Creative

Music Therapy. Students receive an introduction to psychotherapy, music psychology, and explore the fundamental tenets of research plus writing for clinical purposes. Emphasis is placed on skill mastery and the ability of students to draw on concurrent clinical placement for musical material relating to work with clients with diverse needs in different clinical situations.

### 100914.3 Music Therapy Theory and Practice 2

**Credit Points** 10 **Level** 7

**Corequisite**

**101446.2** Music Therapy Skills 2

**Special Requirements**

This unit is not available as an elective because of the specific nature of clinical work included in the program. It is only available to students enrolled in the Master of Creative Music Therapy.

.....

The unit continues the development of skill to draw on concurrent clinical work with adult clients in different clinical situations including psychiatry, palliative care and aged care. Nordoff-Robbins philosophy, clinical studies and musicianship are explored. Different approaches to the study of clinical conditions as well as theories of stress, grief and loss are introduced.

### 101640.1 Pedagogies in Practice

**Credit Points** 10 **Level** 7

**Prerequisite**

**101639.1** Introduction to Teaching and Learning

**Equivalent Units**

101396 - Literacies for Learning

**Special Requirements**

This is a unit offered at post graduate level for Education students. The unit is not available as an elective in any undergraduate program. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010 and completion of child protection requirements.

.....

This is the second of two units emphasising contemporary practices in pedagogy to develop a sense of teaching as a profession through reflection on practice. Students deconstruct and critique curriculum and issues of quality pedagogy impacting on diverse groups in secondary contexts. Key themes include oral, aural, visual and written literacy as mechanisms for curriculum area learning; communication increasingly undertaken through the application of ICT, linking of assessment and reporting to classroom teaching and learning and critical reflection as a foundation for self-evaluation. Throughout the unit a curriculum design approach will inform student learning and scaffold discussion.

## 101680.2 Perception

**Credit Points** 10 **Level** 2

### Equivalent Units

100022 - Biological Psychology and Perceptual Processes

.....

This unit examines the fundamental principles underlying human perception and expands upon the sensation and perception content introduced in the foundational psychology units. After reviewing the biological basis of sensing and perceiving, we will explore the way this relatively raw information is processed and organised into the complex perceptions of the visual, auditory, olfactory, gustatory and somatosensory systems, which constitute the fundamental basis of our experience of the world. The unit will also examine the history of perceptual theories and the use of psychophysical methods and experimental approaches to the study of perceptual processes

## 101679.1 Personality

**Credit Points** 10 **Level** 3

### Prerequisite

**101184.1** Psychology: Human Behaviour

### Equivalent Units

100018 - Personality, Motivation, and Emotion.

.....

Personality is the study of the mental and behavioral factors on which individual human beings vary. In other words, the study of personality is the attempt to understand why a given individual is the way he/she is. This unit involves an examination of the major personality theories, applications to individual differences, and contemporary research. Emphasis is placed on a critical understanding of personality research and its implications for the practice of psychology.

## 101634.1 Planning and Environmental Regulation

**Credit Points** 10 **Level** 7

.....

This unit provides students with an understanding of the planning process from both a State government and Local Government perspective. The unit will cover concepts related to the planning process, focusing on development control and regulation issues, planning instruments and development applications. It will also address the areas of planning and environment law, with specific reference to the legal framework that regulates planning and development in NSW.

## 101647.2 Play Development and Learning

**Credit Points** 10 **Level** 7

### Equivalent Units

100316 - Play Development and Learning

### Special Requirements

Undergraduate students must have successfully completed 60 credit points. Students must have completed Child Protection training and signed a Prohibited Employment Declaration or Working with Children Check.

.....

An in-depth knowledge and awareness of the nature and context of growth, development and learning within the early childhood years is essential for early childhood educators. This unit will provide a framework for understanding developmentally appropriate practices, and act as a foundation for future study in early childhood. The main focus of this unit will be the play, development and learning of children from Birth-12 years as well as interconnectedness of these key areas. Socio-cultural perspectives in understanding children's development, play, and learning will be emphasized within the unit. An integral part of this unit will be the focus on inquiry, emphasizing a critical approach to play, development and learning, and based upon consideration of diverse perspectives and theoretical orientations. Students will have the opportunity to implement their new learnings in an early childhood setting. This unit includes 10 days of field experience for students in the Bachelor of Social Science Pathway to Early Childhood Studies. Students completing this unit as part of the Master of Teaching Birth-5/Birth-12 Years will be able to use their existing MTeach placement to meet the assessment requirements of this unit.

## 101642.1 Positive Learning Environments

**Credit Points** 10 **Level** 7

### Equivalent Units

101397 - Psychology for Teaching, 100184 - Psychology for Teaching

### Special Requirements

.....

This unit is available only to Postgraduate students in the School of Education. Students must have successfully completed an approved Child Protection workshop and prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010

.....

This unit focuses on building positive learning environments, responding effectively to a range of student behaviours, and promoting student mental health and wellbeing. The complex needs of adolescent learners are explored through examining critical developmental issues in light of individual, familial, social and cultural factors that influence pre-teen and adolescent development. Current behaviour management and teacher effectiveness research are applied with an emphasis on practical skill development for beginning teachers. Teacher and school student welfare and discipline responsibilities are examined through critical analysis of school-based policies and practices, and familiarisation with key government initiatives. A case-based approach is applied throughout the unit.

Units

### 101585.1 Primary Creative Arts

**Credit Points** 10 **Level** 7

#### Equivalent Units

100736 - Creative Arts Introduction (AREP), 101490 - Creative Arts 1 – AREP, 101293 - Primary Curriculum 2

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

This unit introduces students to theoretical models and sound pedagogical practices in Dance, Drama, Music and Visual Arts in the primary classroom. Collaborative, experiential and blended learning as well as reflective practices are the key operating principles of the unit. Students will explore the theory and practice of the arts in the education process of children through practical and professional experiences. The unit provides an understanding of the importance of the art forms both as powerful teaching and learning strategies across the primary curriculum and as creative arts in their own right.

### 101579.1 Primary English and Literacy 1

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Students in this unit would normally have completed a Bachelor's degree and be capable of functioning as self-directed learners as they work through the course materials. Students should be competent in using basic Office software and internet applications.

#### Equivalent Units

101285 - English and literacy in K-6 years

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

This unit is designed to provide a comprehensive introduction to key concepts associated with the teaching of the English Key Learning Area in the K-6 years, set in the broader context of contemporary new literacies environments. It will examine the processes involved in the teaching of listening and reading with a focus on traditional print-based literacies and multiliteracies. Students will investigate the teaching and learning of listening and reading of a range of factual and literary texts, involving everyday and specialised knowledge for a range of readers/viewers. Students will be introduced to the use of children's literature and authentic texts for the development of students' reading skills and abilities.

### 101586.1 Primary English and Literacy 2

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Students in this unit would normally have completed a Bachelor's degree and be capable of functioning as self-directed learners as they work through the course materials. Students should be competent in using basic Office software and internet applications.

#### Equivalent Units

100740 - Curriculum Studies 9: Language and Literacy 2; 101494 - Language and Literacy 2 - AREP

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

This unit is designed to provide a comprehensive account of the teaching of speaking and writing in the primary years of schooling. Students gain an understanding of different theories of early language development and the functions and production of spoken and written texts. They investigate a range of genres of school writing, their textual structures and grammar and learn to apply these to both mainstream and ESL contexts of learning, gaining a critical awareness of varying pedagogic approaches.

### 101582.1 Primary Human Society and its Environment

**Credit Points** 10 **Level** 7

#### Equivalent Units

100734 - Curriculum Studies 6: Human Society and its Environment, 101491 - Human Society and Its Environment 1 – AREP

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

This unit focuses on Human Society and Its Environment (HSIE) as a key learning area in the K-6 curriculum. It provides opportunities for students to develop knowledge of the content, including the outcomes and subject matter, pedagogies and experiences incorporated in HSIE. Students develop their own content knowledge about changes and continuities, environments, social systems and structures and cultures as well as their understandings, skills and dispositions for planning, programming, teaching and assessing HSIE learning. The unit emphasises teaching strategies that will engage diverse learners, preparing them for informed and effective citizenship, contributing to the quality of their society and environments.

### 101580.1 Primary Mathematics and Numeracy 1

**Credit Points** 10 **Level** 7

#### Equivalent Units

101290 - Investigating Primary Mathematics

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

The unit will develop students' understandings of children's construction of mathematical concepts during the years from Kindergarten to Year 4. Students will develop their ability to assess young children's mathematical understandings and to provide learning experiences for a diversity of learners, including investigation and the use of technology, to enhance the growth of children's mathematical thinking. The unit will study the NSW K-6 Syllabus in all of its strands, with a particular emphasis on Working Mathematically.

### 101584.1 Primary Mathematics and Numeracy 2

**Credit Points** 10 **Level** 7

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

Mathematics is constructed by a thinking individual with the assistance and support of others. Some of these 'others' are called 'teachers'. In this unit, beginning teachers investigate how they can facilitate and support the learning of mathematics by students during the Stage 2 to Stage 4 (Years 3 to 8) school years to allow these students to show their full potential as mathematics learners. The unit will study the NSW K-6 Syllabus in all of its strands, with a particular emphasis on Working Mathematically. A strong emphasis will be placed on investigation, exploration, problem solving and the use of technology in the development of mathematical issues.

### 101576.2 Primary Personal Development, Health & Physical Education (PDHPE)

**Credit Points** 10 **Level** 7

#### Equivalent Units

101284 - Curriculum in Practice, 100735 - Curriculum Studies 4: PDHPE (AREP)

#### Special Requirements

This unit is only available to Education students enrolled in 1663 - Master of Teaching (Primary), 1633 - Graduate Diploma in Educational Studies (Primary) (Exit Only), 1651 - Bachelor of Arts (Pathway to Teaching Primary), 1691 - Master of Teaching (Birth - 5 years/Birth - 12 years), 1673 - Master of Teaching (Birth - 12 years). Students enrolled in

1651 - Bachelor of Arts (Pathway to Teaching Primary) must have completed 60 credit points before they can undertake this unit. All students must have a Prohibited Employment Declaration and have completed child protection requirements.

.....

This unit explores the content and pedagogies of the Primary PDHPE key learning area. Students explore features of quality teaching and student engagement to apply in both theory and practical PDHPE lessons.

### 101604.1 Primary Professional Experience

**Credit Points** 10 **Level** 7

#### Equivalent Units

101109 - Early Childhood Professional Experience 3

#### Special Requirements

This unit is available only to Postgraduate students in the School of Education. Prior to enrolling in this unit students must have: 1) successfully completed an approved Child Protection Workshop 2) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

This unit provides students with professional experience in a primary school that links theory and practice. The professional experience component of this unit consists of 15 days in a K-2 classroom and 25 days in Years 3-6. The unit builds on students' prior experience in early childhood and community-based settings. Students will be prepared by exploring issues involved in understanding the needs of learners within specific school and classroom contexts, and will design and teach experiences in ways that will enhance student engagement and learning outcomes. The unit also gives students opportunities to reflect on their own learning and to develop professional goals.

### 101583.1 Primary Science & Technology

**Credit Points** 10 **Level** 7

#### Equivalent Units

100320 - Science and Technology in Early Childhood

#### Incompatible Units

101292 - Primary Curriculum 1: Creative Arts, HSIE, PDHPE, Science & Technology K-6

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

Science and Technology is a fundamental key learning area in primary schools. This unit is designed to help prospective teachers develop positive attitudes towards science and technology as an area of study, to develop some in-depth knowledge of the content of science and technology education and the relevant syllabus requirements, and, knowledge of pedagogies appropriate to science and technology education.

### 101074.1 Professional Experience 1

**Credit Points** 10 **Level** 7

**Corequisite**

**100972.1** Pedagogies for Learning

**Special Requirements**

Child Protection: All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

.....

This unit is only available to Education students. As the first Professional Experience unit of the Master of Teaching course, Professional Experience 1 is designed to introduce all students to the philosophical, ethical, practical and pedagogical perspectives of becoming a teacher in contemporary educational settings. The unit requires students to develop the knowledge, understanding, skills and attitudes necessary to begin teaching. As part of this process they will recognise that teaching demands a continuous process of self-reflection, self-awareness, critical evaluation of one's practice, and the capacity to modify and adjust teaching practice to best meet the needs of all students. This unit aims to facilitate the development of teacher education students as reflective practitioners who possess deeply-held commitments to quality education for students and high order communication competencies. In-school experience is a mandatory component of the Master of Teaching course. The preparation for, and evaluation of, the school-based experiences will be integral to this unit.

### 100978.1 Professional Experience II

**Credit Points** 10 **Level** 7

**Prerequisite**

**101074.1** Professional Experience 1

.....

This unit is designed to extend Student Teachers' learning experiences in classrooms, to such an extent that they are able to demonstrate the competencies expected from a new teacher. Apart from the basic teaching skills, these competencies include being able to incorporate broader educational perspectives such as technology, literacy, social justice, learning theories and assessment strategies into their teaching. The focus of the unit will be to help prepare students for the classroom by exploring effective pedagogy. The desired effect of this exploration of teaching style will be to introduce the concept of professional development through reflective practice. In this way, the Professional Experience undertaken during this unit will cohere with and enhance the pre-service teacher education student's perspective on the theory and practice of teaching and learning in schools.

### 101075.1 Professional Experience III

**Credit Points** 10 **Level** 7

**Corequisite**

**100972.1** Pedagogies for Learning

### Special Requirements

All students entering schools and undertaking Professional Experience must have successfully completed the Child Protection lectures organised by the University.

.....

This unit is only available to Education students. Pre-service teacher education students need extensive and purposeful experience in diverse educational settings. This unit provides students with the opportunity to broaden their professional experience in a range of alternative educational settings within and beyond schools. Professional Experience 3 is based on the general principle of broadening and deepening Student Teachers' understanding of the issues confronting the wider education community. The more informed the teacher is about these educational issues, the more effective that teacher can be in their own classroom. To facilitate this understanding, the teacher needs to explore how learning and teaching are conducted in a variety of settings. Underpinning Professional Experience 3 is the recognition that teachers often only see a limited part of the total curriculum and schooling process, and that students will benefit from working collaboratively with those both within and outside the school settings.

### 52340.1 Professional Issues in Psychological Practice

**Credit Points** 10 **Level** 7

**Special Requirements**

This unit is restricted to students enrolled in course 1569 Graduate Certificate in School Counselling. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

.....

This unit considers the professional, philosophical and practical parameters with which the professional works. It focuses on dimensions of the typical systems operating in educational organisations and related services and considers strategies that may be used successfully to negotiate with these systems. It also focuses on a range of social, cultural and political phenomena prevalent in contemporary Australian society which impact on clients and their communities.

### 101818.1 Professional Placement 1

**Credit Points** 0 **Level** 7

**Assumed Knowledge**

Readiness for external placement as assessed in first internal placement in UWS Psychology Clinic.

**Equivalent Units**

100804 - Psychology Placement 2

**Special Requirements**

Students must be enrolled in course 1546 Master of Psychology (Clinical Psychology) and must also meet the special requirements as those stipulated by NSW Health and Psychology Board of Australia. At present, these include: Prior to enrolling in this unit students must have: 1 - Submitted a Criminal Record Check form prior to 1 June or a Student Undertaking Form after 1 June and have applied



for a National Police Certificate. 2 - Submitted a Prohibited Employment Declaration prior to 1 June or a Working with Children Check Student Declaration after 1 June. 3 - Child Protection Training. 4 - Registration as a Provisional Psychologist with Psychology Board of Australia.

.....

Placements give students the opportunity to gain knowledge and skills in the areas of assessment, therapy and professional conduct. Each student is required to undertake a total of 1000 hours of supervised placement, divided into 3 or 4 placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100 percent attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to develop their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

### 101819.1 Professional Placement 2

**Credit Points** 0 **Level** 7

#### Assumed Knowledge

Readiness for external placement as assessed in first internal placement in UWS Psychology Clinic.

#### Equivalent Units

100805 - Psychology Placement 3

#### Special Requirements

Students must be enrolled in course 1546 Master of Psychology (Clinical Psychology) and must also meet the special requirements as those stipulated by NSW Health and Psychology Board of Australia. At present, these include: Prior to enrolling in this unit students must have: 1 - Submitted a Criminal Record Check form prior to 1 June or a Student Undertaking Form after 1 June and have applied for a National Police Certificate. 2 - Submitted a Prohibited Employment Declaration prior to 1 June or a Working with Children Check Student Declaration after 1 June. 3 - Child Protection Training. 4 - Registration as a Provisional Psychologist with Psychology Board of Australia.

.....

Placements give students the opportunity to gain knowledge and skills in the areas of assessment, therapy and professional conduct. Each student is required to undertake a total of 1000 hours of supervised placement, divided into three or four placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100 percent attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to develop their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

### 101820.1 Professional Placement 3

**Credit Points** 0 **Level** 7

#### Assumed Knowledge

Readiness for external placement as assessed in first internal placement in UWS Psychology Clinic.

#### Equivalent Units

101240 - Master of Psychology Placement

#### Special Requirements

Students must be enrolled in course 1546 Master of Psychology (Clinical Psychology) and must also meet the special requirements as those stipulated by NSW Health and Psychology Board of Australia. At present, these include: Prior to enrolling in this unit students must have: 1 - Submitted a Criminal Record Check form prior to 1 June or a Student Undertaking Form after 1 June and have applied for a National Police Certificate. 2 - Submitted a Prohibited Employment Declaration prior to 1 June or a Working with Children Check Student Declaration after 1 June. 3 - Child Protection Training. 4 - Registration as a Provisional Psychologist with Psychology Board of Australia.

.....

Placements give students the opportunity to gain knowledge and skills in the areas of assessment, therapy and professional conduct. Each student is required to undertake a total of 1000 hours of supervised placement, divided into three or four placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100 percent attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to develop their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

### 101289.2 Professional Practice I

**Credit Points** 10 **Level** 7

#### Corequisite

**101581.1** Learning for Teaching

#### Equivalent Units

100189 - Understanding Learning and Teaching

#### Incompatible Units

100345 - Professional Experience 1 (Secondary)

#### Special Requirements

All students entering schools and undertaking Professional Experience must have successfully completed the Child Protection lectures organised by the University. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

The Professional Experience unit 'Professional Practice 1' is designed to introduce student teachers to the philosophical, ethical, practical and pedagogical

perspectives of becoming a teacher in the primary school context. The unit requires student teachers to develop the knowledge, understanding, skills and attitudes necessary to begin teaching. As part of this process their professional experience will incorporate a continuous process of self-reflection, self-awareness and the capacity to modify and adjust teaching practice to best meet the needs of all students. The professional experience aims to facilitate the development of teacher education students as reflective practitioners who possess deeply-held commitments to quality education for students and high order communication competencies.

### **101288.2 Professional Practice II: Engaging in the Profession**

**Credit Points** 10 **Level** 7

#### **Corequisite**

**101587.1** Teaching in New Times

#### **Equivalent Units**

100180 - Contextual and Professional Studies

#### **Incompatible Units**

100978 - Professional Experience II

#### **Special Requirements**

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 OR a Working with Children Check Student Declaration after 1 June 2010

.....

Students need to have a variety of experiences that are set in the context of their future profession. Students will be prepared by exploring issues involved in understanding the needs of learners within specific school and classroom contexts, and will design and teach experiences in ways that will enhance student engagement and learning outcomes. The unit also gives students opportunities to reflect on the processes involved, and refine their competencies as beginning teachers. The unit includes a final professional experience that links theory and practice and enables students to construct new knowledge and new ways of practice as part of their transition into the teaching profession.

### **101073.1 Professional Practice in Context**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

100339 - Researching Special Education Practice

#### **Special Requirements**

Students must generally have completed 40 credit points of the degree before undertaking the practicum component to give them the theoretical background to undertake the placement. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

This unit involves school-based experiences and is the final practicum experience for students undertaking their degree in Special Education and is not suitable for those without a

teaching qualification or equivalent experience. This unit involves students completing a practicum, and a series of field visits and observations across a range of special education and early childhood intervention settings. The practicum will be completed in the student's area of specialisation in an early childhood, primary, secondary or other relevant setting. Students will be expected to demonstrate a range of skills in planning, implementing and evaluating individual programs for students with special education needs.

### **101105.2 Prosocial Learning Environments**

**Credit Points** 10 **Level** 7

.....

Educators of young children are responsible for guiding and leading children in the development of self-discipline, moral autonomy, a sense of social belonging and well being while acknowledging developmental needs, pluralistic community values, expectations, standards, norms and rules. Despite increased knowledge in child development and children's social and cultural contexts the guidance and management of children's behaviour remains a contentious area for educators, parents and children. This unit will provide students with the opportunity to focus in depth on a range of approaches to behaviour, social interactions and guidance. It also enables students to reflect on the impact of these approaches on children's development and learning while critically evaluating their personal and professional dispositions regarding behaviour and guidance.

### **101415.2 Psychological and Educational Assessment: Theories and Skills 2**

**Credit Points** 10 **Level** 7

#### **Assumed Knowledge**

Undergraduate degree with an accredited sequence in psychology, accredited by the Australian Psychology Accreditation Council (APAC).

#### **Prerequisite**

**101420.1** Theory and Practice of Psychological Assessment and Intervention

#### **Equivalent Units**

52322 - Psychological and Educational Assessment: Theories and Skills 2

#### **Special Requirements**

This unit is restricted to students enrolled in course 1569 Graduate Certificate in School Counselling. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

.....

This unit focuses on the understanding and assessment of emotional and behavioural difficulties in children and adolescents by introducing students to a range of contemporary standardised tests and diagnostic assessments. The characteristics of different childhood problems and the rationale for utilising different assessment will be emphasised. Consistent with the latest research in developmental psychology and developmental psychopathology, special attention will be given to the assessment of the child's cognitions, emotions, and

behaviour. Students are expected to develop a critical awareness of instruments that may constitute an appropriate test battery for children with a range of presenting difficulties. The use of assessment information for intervention and prevention will also be discussed. Students are also encouraged to reflect on the issues of labelling children and the possible misuse of psychological and educational tests. The integration and effective communication of assessment findings is practised through case study report writing.

### 101811.1 Psychological Assessment

**Credit Points** 10 **Level** 7

#### Equivalent Units

101207 - Psychological Assessment 1

#### Special Requirements

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology)

.....

This unit provides a comprehensive introduction to the psychological assessment of children, adolescents and adults. It is designed to assist students in the professional psychology programs to develop theoretical knowledge and practical skills in the assessment of clients. Through lectures, seminars and independent study, students will become familiar with the current theoretical and empirical foundations of psychological assessment, and the application of these theories and research findings to the development of empirically-based assessment practice. Students will be introduced to contemporary practice in the assessment of cognition, behaviour, mood, personality, and other psychological constructs, and popular psychological measures of these functions will be critically evaluated. Training in the administration of key instruments will be provided. Students will be instructed in the integration of assessment data into clinically-useful reports. Different approaches to psychological assessment will be compared and evaluated. Ethical and professional issues in psychological assessment will be discussed.

### 101213.2 Psychological Interventions 1

**Credit Points** 10 **Level** 7

#### Equivalent Units

B7637 - Psychological Interventions 1, 101215 - Cognitive Behaviour Therapy: Theory and Practice

#### Special Requirements

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology).

.....

This unit provides an introduction to the theory and practice of Cognitive Behaviour Therapy (CBT). It provides basic instruction in case formulation and the development of treatment plans and interventions for specific psychological disorders. A widely used and evidence-based form of therapy, CBT is an important tool for psychologists working in diverse settings. The unit is designed to describe the theoretical and historical foundations of CBT, develop foundational skills in CBT assessment and therapy, and nurture critical appreciation of the effectiveness of CBT across a number of applications.

### 101214.2 Psychological Interventions 2

**Credit Points** 10 **Level** 7

#### Prerequisite

101213.2 Psychological Interventions 1 AND 101812.1 Clinical Psychopathology 1

#### Equivalent Units

101691 - Psychological Interventions 3

#### Special Requirements

This unit is only available to students enrolled in course 1546 Master of Psychology (Clinical Psychology).

.....

Clinical psychology is a fast evolving discipline, and practitioners need to be able to respond to changing health needs of the population. This unit will prepare students to analyse health policy to identify changing demands for clinical psychology services; explore the theories, methods, and effectiveness of new and emerging therapies; prepare students to apply psychological principles to unfamiliar clinical populations; prepare students for working in clinical teams; and, introduce students to the practice of clinical psychology with more complex client groups and more complex presentations. The unit will also examine the professional and organisational roles of clinical psychologists in these settings.

### 101184.1 Psychology: Human Behaviour

**Credit Points** 10 **Level** 1

#### Equivalent Units

B1909 - Psychology 1A, 100929 - Psychology 1A

.....

Psychology is a field of scientific inquiry that uses a set of scientific techniques and methods to explain and understand the causes of behaviour. As a profession, psychology applies its knowledge to practical problems in human behaviour. This unit covers a range of topics in psychology at an introductory level including: the history of psychology, intelligence, social psychology, developmental psychology, indigenous and cultural psychology, personality, and abnormal psychology.

### 101675.1 Public Affairs

**Credit Points** 10 **Level** 7

#### Equivalent Units

100570 - The Electronic Text, 101544 - Advocacy and Third Sector Communication

#### Special Requirements

This unit is only available to Postgraduate students.

.....

This unit critically explores and teaches, through individual and team work, cutting-edge communication strategies and skills in major areas of public affairs such as advocacy, lobbying, public campaigns and online activism.

### **400421.1 Research Methods for Humanities and Social Sciences**

**Credit Points** 10 **Level** 7

#### **Assumed Knowledge**

Students need to be enrolled in a course at the appropriate level

#### **Equivalent Units**

53220 - Research Methods for Humanities and Social Sciences

.....

This unit provides core research training within a range of postgraduate courses. It requires the completion of four research topics in the following areas: research theory and design (e.g. epistemology, qualitative & quantitative) specific approaches (e.g. critical discourse analysis, feminist research); data collection methods (e.g. interviews, questionnaires) and methods of analysis (e.g. quantitative & qualitative). This unit is offered in flexible mode according to topic (typically one day's attendance or equivalent per topic). Topics vary each session depending on student demand.

### **101656.1 Researching Practice**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

101427 - Research and Professional Practice

.....

This unit enables students to engage in research practice in their area of interest or specialisation. The unit contributes to the development of deep insights into the application of research in practice and diverse research methodologies. Students will develop skills in analysing, critiquing, and synthesising the literature in a relevant research area. Their evaluation of research literature will provide the basis of a self-directed research plan that employs appropriate research methods and tools to investigate a question of personal and/or professional relevance. The project will be conducted in the Independent Study units.

### **101654.1 Researching Social Ecology**

**Credit Points** 10 **Level** 7

.....

The foundations of social ecology lie in an analysis of relationships. In this regard 'social ecology' describes a field of learning and an approach to learning. The definition of the field lies in its enactment. This is undertaken through research into systemic understandings of change, in the context of change in patterns of ecological relationship. This systemic study is grounded in reference to autopoiesis, self-organisation, transformation, cybernetics, constructivism, holism, complexity and human-ecological relationships. This unit introduces key theorists in these inter-related fields, frames the work and invites students to apply it in their own fields of practice.

### **101447.1 School Counselling Placement**

**Credit Points** 0 **Level** 4

.....

The aim of this unit is to provide 210 hours of supervised field practice within a departmental school. Students will be individually placed in settings designed to reinforce their skills development as school counsellors and to bolster areas of perceived growth potential. Working under the supervision of an experienced school counsellor they will have time to practice and reflect on their training to date.

### **101824.1 Second Language Assessment and Testing**

**Credit Points** 10 **Level** 7

#### **Assumed Knowledge**

Knowledge of Language teaching methodology and curriculum development.

#### **Prerequisite**

**101825.1** English Linguistics for TESOL

#### **Corequisite**

**101697.1** TESOL Methodology and Curricula

.....

This unit introduces students to fields of language assessment and testing in TESOL. It provides students with some insight into the key language components for assessment, assessment design and development. It also equips students with updated knowledge about different assessment approaches which impact on the teaching and learning of English as a second or other language in local and global contexts.

### **101398.1 Secondary Method 1A**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This unit is only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

.....

This unit covers teaching methodology for Years 7-10 in students' first teaching area. It must be completed by all students seeking qualification in secondary teaching. This unit seeks to develop in students the capacity to teach effectively the curriculum appropriate to the secondary Years 7-10 in their particular chosen first teaching area. Current "best practice" in that specific teaching area will be examined and modeled. The specifics of the relevant Years 7-10 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level, and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

### 101399.1 Secondary Method 1B

**Credit Points** 10 **Level** 7

#### Special Requirements

This unit is only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

.....

This unit covers teaching methodology for Years 7-10 in students' second teaching area. It must be completed by all students seeking qualification in secondary teaching. This unit seeks to develop in students the capacity to teach effectively the curriculum appropriate to the secondary in their particular chosen second teaching area. Current "best practice" in that specific teaching area will be examined and modelled. The specifics of the relevant Years 7-10 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

### 101400.1 Secondary Method 1C

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Relevant undergraduate studies to qualify students to teach a specific subject in secondary schools.

#### Special Requirements

This unit is only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

.....

This unit covers teaching methodology for Years 7-10 in students' third teaching area. It must be completed by all students seeking to develop in students the capacity to teach effectively the curriculum appropriate to the secondary Years 7-10 in their particular chosen third teaching area. Current "best practice" in that specific teaching area will be examined and modeled. The specifics of the relevant Years 7-10 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level, and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

### 101401.1 Secondary Method 2A

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Relevant undergraduate studies to qualify students to teach a specific subject in secondary schools.

#### Special Requirements

This unit is only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

.....

This unit covers teaching methodology for Years 11-12 in students' first teaching area. It must be completed by all students seeking qualification in secondary teaching. This unit seeks to develop in students the capacity to teach effectively the curriculum appropriate to the secondary in their particular chosen first teaching area. Current "best practice" in that specific teaching area will be examined and modelled. The specifics of the relevant Years 11-12 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

### 101402.1 Secondary Method 2B

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Relevant undergraduate studies to qualify students to teach a specific subject in secondary schools.

#### Special Requirements

This unit is only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

.....

This unit covers teaching methodology for Years 11-12 in students' second teaching area. It must be completed by all students seeking qualification in secondary teaching. This unit seeks to develop in students the capacity to teach effectively the curriculum appropriate to the secondary in their particular chosen second teaching area. Current "best practice" in that specific teaching area will be examined and modelled. The specifics of the relevant Years 11-12 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

### 101403.1 Secondary Method 2C

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Relevant undergraduate studies to qualify students to teach a specific subject in secondary schools.

#### Special Requirements

This unit is only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

.....

This unit covers teaching methodology for Years 11-12 in students' third teaching area. It must be completed by all students seeking to develop the capacity to teach effectively the curriculum appropriate to the secondary Year 11-12 in their particular chosen third teaching area. Current "best practice" in that specific teaching area will be examined and modelled. The specifics of the relevant Years 11-12 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

### 101548.1 Setting the Agenda

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Computer literacy.

#### Equivalent Units

63294 - Crisis Communication

#### Special Requirements

This unit is only available to postgraduate students

.....

This unit provides students with a fundamental understanding of issues and crisis management, risk communication, media relations and public-opinion research techniques in multiple contexts. It introduces students to issues management principles, strategies, tactics, and communications methods. Participants work as a team to develop a management plan for analysis and discussion. Successful students are able to transfer to the workplace the knowledge and skills developed in this unit. They learn to predict, manage and control real-world controversies that they may confront as they pursue their careers. Moreover, students are able to manage effectively, participate in, and control volatile situations involving the news media.

### 101683.1 Social Psychology

**Credit Points** 10 **Level** 3

#### Prerequisite

[101184.1](#) Psychology: Human Behaviour

#### Equivalent Units

100020 - Social and Developmental Psychology

#### Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 - Graduate Diploma in Psychological Studies and 1501- Graduate Diploma in Psychology

.....

Social psychology is the study of human behaviour and mental processes in their social context. Social psychology examines social behaviour and social thinking using scientific psychological research methods. This unit considers both classic and recent theories, research and applications in core areas of social psychology such as: attitudes, stereotyping and prejudice, social cognition, group processes, cross-cultural and indigenous psychology, and social influence. Emphasis is placed upon the role of contemporary research and theory in increasing our understanding of social phenomena and the relevance of this to everyday life.

### 100917.1 Specialised Translation (PG)

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Sufficient proficiency in English plus one other language. This is a language specific unit.

#### Equivalent Units

A7464 - Specialised Translation

.....

This unit explores the functional, discursive, rhetorical, syntactic, semantic and lexical features of texts in the following specialised fields: tourism, news media, legal texts, technical & scientific materials. Knowledge of the functions and textual features of specialised texts will provide a basis for translating these specialised texts from and into English. Students will analyse the texts in both languages, and discuss ways in which the texts are to be translated. The unit will be available, depending on sufficient demand, for Arabic, Japanese, Mandarin and Spanish.

### 101545.1 Strategic Communication

**Credit Points** 10 **Level** 7

#### Special Requirements

This unit is offered at postgraduate level. It will be available to coursework masters students, but not at undergraduate level.

.....

This is an advanced unit in the Master of Professional Communication program. Students will learn how to design and implement strategic communication plans at professional level and in real situations. Special emphasis is placed on formative and evaluative research on which strategic communication is based.

### 101587.1 Teaching in New Times

**Credit Points** 10 **Level** 7

#### Corequisite

**101288.2** Professional Practice II: Engaging in the Profession

#### Equivalent Units

101291 - New Knowledge New Learning, 100183 - Programming and Assessment for Learning

#### Special Requirements

Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

.....

This unit aims to directly challenge students to inquire into, reflect upon and subsequently develop classroom pedagogies and assessment practices that work towards socially just learning outcomes in new times and new teaching environments. It introduces students to contemporary theories and practical frameworks that open up opportunities for them to take individual responsibility for translating syllabus documents into teaching and learning experiences that encourage learners of all social and cultural backgrounds to have engaging and productive relationships with education, schools and classrooms.

### 101698.1 TESOL Internship

**Credit Points** 20 **Level** 7

#### Assumed Knowledge

Knowledge of TESOL field and methodology

#### Prerequisite

**101697.1** TESOL Methodology and Curricula

#### Incompatible Units

100726 - TESOL Internship

.....

This is a professional practice unit which consists of an internship in an English language teaching organisation for students of TESOL. It involves participation in the various aspects of the work of the teaching organisation, including a supervised English language teaching practice component for local students. Assessment items facilitate students' self-reflection on their teaching practice and critical evaluation of teaching methods and needs assessment in practice.

### 101697.1 TESOL Methodology and Curricula

**Credit Points** 20 **Level** 7

#### Incompatible Units

100725 - TESOL Methodology, 100718 - TESOL Curriculum Development

.....

Focusing on the process of teaching English as a second or other language, the unit provides students with knowledge about approaches to teaching necessary to plan, design

and evaluate curricula most appropriate to the needs of different learners. Students will develop skills in action research to facilitate critical evaluation of their teaching practices as independent professionals.

### 100926.2 The Language of the Law

**Credit Points** 10 **Level** 7

#### Equivalent Units

A7528 - The Language of the Law

.....

This unit aims to develop in students an understanding of the intricacies of the language of the law when used in written documents and mainly in the context of the courtroom. It will provide students with a historical overview of the development of Law English, its aims and purposes and its current uses. Special emphasis will be placed on the implications of legal language on legal translations and court interpreting, but the unit is suitable for monolingual students interested in the language of the law.

### 400585.1 Theories of the Social

**Credit Points** 10 **Level** 7

#### Special Requirements

Must be enrolled in a Postgraduate course to be able to enrol in this unit.

.....

This unit develops critical reflection on the role of theory in the social sciences. It requires the completion of topics regarding such matters as identity, power and resistance as these are related to themes including class and consumption; social movements; globalisation and nationhood; gender, sexuality, and race; governmentality and social discipline; and various theoretical understandings of the unconscious and society.

### 101794.1 Theory and Practice of Convergent Media

**Credit Points** 10 **Level** 7

#### Equivalent Units

101744 - Theory and Practice of Convergent Media

.....

The contemporary media landscape is characterised by the breakdown of traditional media silos and the transformation of media production and consumption practices. Media, marketing and creative professionals are now required to understand and connect with their audiences across multiple media platforms. The aim of this unit is to provide students with an historical, geopolitical and theoretical introduction to convergent media theory and practice/s. Using current media theory, design theories, and research methodologies, students will select, analyse and contextualise case studies. This unit is designed to have a synergistic relation to the unit Methods and Case Studies in Convergent Media, although it is different in the case studies and topics covered, which vary from semester to semester. These can include iTV, digital games, community media, digital arts, activist networks, social media and cross platform projects.

### **101420.1 Theory and Practice of Psychological Assessment and Intervention**

**Credit Points** 10 **Level** 4

#### **Special Requirements**

Students must be enrolled in 1502 Postgraduate Diploma in Psychology, 1504 Bachelor of Arts (Honours) Psychology and 1500 Bachelor of Psychology fourth year students.

.....

Theory and Practice of Psychological Assessment and Intervention has been designed to develop practitioner competence by providing you with both relevant practical as well as theoretical input regarding the administration, scoring, and interpretation of some of the more frequently used standardised measures within an assessment context. In this unit, the scientific and ethical underpinnings of psychological testing and assessment are initially advanced in order to provide a general context for the employment of standardised psychological tests. Emphasis will then be placed on familiarising you with i) the processes that practitioners go through during a testing session and ii) current research employing the standardised tests presented in this unit. The unit will provide you with a foundation in psychological testing and assessment, allowing you to make informed use of some testing data and psychological reports. A further aim of the unit is to familiarise students with the principles of evidence based practice in psychological interventions.

### **101655.1 Transformative Leadership**

**Credit Points** 10 **Level** 7

.....

This unit explores leadership for transformational change. In this unit we examine transformational change through valuing change that is positive, social and personally emancipatory. This unit links leadership to students institutional context and explicates leadership strategies that feature collaborative and relationship enhancing approaches to enable purposeful change.

### **101658.1 Transformative Learning**

**Credit Points** 10 **Level** 7

.....

This unit provides opportunities to examine and apply theories drawn from critical pedagogy, transformative learning and ecological thinking. It challenges students to critically examine the relationships through which personal and social knowledge is constructed and their efficacy in the construction of learning for the future. Inherent in such thinking are questions about the processes of change in education systems that will lead towards equity, inclusiveness, wellbeing, social justice and ecological sustainability.

### **101750.1 Translation Technologies (PG)**

**Credit Points** 10 **Level** 7

.....

This unit aims to equip students with the theoretical and practical knowledge needed to effectively apply information and communication technologies to translation and other language related tasks. It focuses on translation memory and terminology management systems, and on the workflow involved in the handling of multilingual content. Emphasis is also put on uses of the Internet as a resource tool, and to the principles of controlled language for text to be processed by machine translation (MT). Tutorials will be conducted in a computer lab where students will familiarize themselves with leading computer-assisted translation (CAT) software applications.

### **101079.1 Understanding Educational Research**

**Credit Points** 10 **Level** 7

.....

This unit explores the nature and reporting of education research. Students will develop a critical awareness of the social and educational role of educational research as consumers and practitioners, and the application of research for professional practice. The unit facilitates the completion of the Ethics Proposal and Literature Review

### **101314.2 Urban Management Practice: Governance and Power in the City**

**Credit Points** 10 **Level** 7

.....

This unit version will commence from Autumn 2010. Governance is a central but often overlooked issue in Urban Management. What is governance? What are the principles of good governance? How can they be extended to all parts of your organisation? How can you audit your own practices? This unit answers these questions, reviews governance practice in urban organisations across the world and provides participants with knowledge about some key governance tools. Participants also get an opportunity as part of the course to prepare a governance audit for an organisation they are familiar with and provide recommendations about how governance in that organization could be improved. The central objective of the course is to provide urban managers with a sound framework and set of tools with which to address governance issues in their own organisation and elsewhere.

### **101635.1 Urban Planning Placement Project**

**Credit Points** 10 **Level** 5

#### **Equivalent Units**

101313 - Urban Management Placement Project

#### **Special Requirements**

This unit is a placement unit for 1674 Master of Urban Management and Planning students.

.....

This unit provides students with an understanding of the planning/urban management workplace. Students will spend time with local planning/urban management employers working on a variety of planning tasks. Students will be expected to complete a learning diary as part of their work placement.



### **101637.1 Urban Research Report**

**Credit Points** 10 **Level** 7

**Equivalent Units**

101317 - Urban Management Placement Thesis

.....

The Urban Research Report and thesis is the capstone unit for the award. Students are encouraged to select a research topic of special interest to them and to apply the skills and knowledge they have acquired as part of their Masters program to assemble a range of evidence to address the research question they have chosen.

**Index for courses by course code order**

<b>Course</b>	<b>Description</b>	<b>Page</b>
<b>1502.4</b>	Postgraduate Diploma of Psychology	19
<b>1546.5</b>	Master of Psychology (Clinical Psychology)	17
<b>1566.4</b>	Graduate Certificate in Professional Communication	16
<b>1568.4</b>	Master of Professional Communication	15
<b>1569.2</b>	Graduate Certificate in School Counselling	20
<b>1595.4</b>	Master of Arts (TESOL)	3
<b>1602.2</b>	Graduate Certificate in Interpreting and Translation	9
<b>1609.2</b>	Master of Teaching (Secondary)	30
<b>1610.2</b>	Graduate Diploma in Educational Studies (Secondary) (exit only)	32
<b>1611.3</b>	Graduate Certificate in Special Education Studies	24
<b>1630.2</b>	Graduate Diploma of Psychological Studies	18
<b>1631.1</b>	Graduate Diploma in Educational Studies (Early Childhood)	26
<b>1633.2</b>	Graduate Diploma in Educational Studies (Primary) (exit only)	30
<b>1635.3</b>	Graduate Diploma in TESOL	4
<b>1636.3</b>	Graduate Certificate in TESOL	4
<b>1637.2</b>	Graduate Diploma in Interpreting	6
<b>1638.2</b>	Graduate Diploma in Translation	7
<b>1639.2</b>	Master of Interpreting and Translation	8
<b>1640.2</b>	Master of Arts Translation and Interpreting Studies	5
<b>1645.3</b>	Master of Convergent Media	9
<b>1646.3</b>	Graduate Certificate in Convergent Media	10
<b>1648.4</b>	Graduate Certificate in Counselling	20
<b>1650.1</b>	Master of Creative Music Therapy	11
<b>1654.1</b>	Master of Teaching (Honours)	32
<b>1663.1</b>	Master of Teaching (Primary)	28
<b>1674.1</b>	Master of Urban Management and Planning	32
<b>1675.1</b>	Graduate Diploma in Urban Management and Planning	33
<b>1676.2</b>	Graduate Certificate in Urban Management and Planning	34
<b>1680.2</b>	Master of Education (Leadership)	12
<b>1681.1</b>	Graduate Certificate in Education (Leadership) (exit only)	13
<b>1682.2</b>	Master of Special Education	23
<b>1683.2</b>	Master of Education (Social Ecology)	13
<b>1684.2</b>	Graduate Certificate in Education (Social Ecology)	15
<b>1685.1</b>	Graduate Diploma in Education (Social Ecology) (exit only)	14
<b>1687.2</b>	Master of Arts (Research Studies)/PhD	2
<b>1691.2</b>	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	24
<b>4595.4</b>	Master of Art Therapy	1
<b>4596.3</b>	Graduate Diploma in Art Therapy (exit only)	2
<b>4617.3</b>	Master of Social Science	21
<b>4618.3</b>	Graduate Diploma in Social Science	21
<b>4619.3</b>	Graduate Certificate in Social Science	22

**Index for courses by course description order**

<b>Course</b>	<b>Description</b>	<b>Page</b>
<a href="#">1646.3</a>	Graduate Certificate in Convergent Media	10
<a href="#">1648.4</a>	Graduate Certificate in Counselling	20
<a href="#">1681.1</a>	Graduate Certificate in Education (Leadership) (exit only)	13
<a href="#">1684.2</a>	Graduate Certificate in Education (Social Ecology)	15
<a href="#">1602.2</a>	Graduate Certificate in Interpreting and Translation	9
<a href="#">1566.4</a>	Graduate Certificate in Professional Communication	16
<a href="#">1569.2</a>	Graduate Certificate in School Counselling	20
<a href="#">4619.3</a>	Graduate Certificate in Social Science	22
<a href="#">1611.3</a>	Graduate Certificate in Special Education Studies	24
<a href="#">1636.3</a>	Graduate Certificate in TESOL	4
<a href="#">1676.2</a>	Graduate Certificate in Urban Management and Planning	34
<a href="#">4596.3</a>	Graduate Diploma in Art Therapy (exit only)	2
<a href="#">1685.1</a>	Graduate Diploma in Education (Social Ecology) (exit only)	14
<a href="#">1631.1</a>	Graduate Diploma in Educational Studies (Early Childhood)	26
<a href="#">1633.2</a>	Graduate Diploma in Educational Studies (Primary) (exit only)	30
<a href="#">1610.2</a>	Graduate Diploma in Educational Studies (Secondary) (exit only)	32
<a href="#">1637.2</a>	Graduate Diploma in Interpreting	6
<a href="#">4618.3</a>	Graduate Diploma in Social Science	21
<a href="#">1635.3</a>	Graduate Diploma in TESOL	4
<a href="#">1638.2</a>	Graduate Diploma in Translation	7
<a href="#">1675.1</a>	Graduate Diploma in Urban Management and Planning	33
<a href="#">1630.2</a>	Graduate Diploma of Psychological Studies	18
<a href="#">4595.4</a>	Master of Art Therapy	1
<a href="#">1687.2</a>	Master of Arts (Research Studies)/PhD	2
<a href="#">1595.4</a>	Master of Arts (TESOL)	3
<a href="#">1640.2</a>	Master of Arts Translation and Interpreting Studies	5
<a href="#">1645.3</a>	Master of Convergent Media	9
<a href="#">1650.1</a>	Master of Creative Music Therapy	11
<a href="#">1680.2</a>	Master of Education (Leadership)	12
<a href="#">1683.2</a>	Master of Education (Social Ecology)	13
<a href="#">1639.2</a>	Master of Interpreting and Translation	8
<a href="#">1568.4</a>	Master of Professional Communication	15
<a href="#">1546.5</a>	Master of Psychology (Clinical Psychology)	17
<a href="#">4617.3</a>	Master of Social Science	21
<a href="#">1682.2</a>	Master of Special Education	23
<a href="#">1691.2</a>	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	24
<a href="#">1654.1</a>	Master of Teaching (Honours)	32
<a href="#">1663.1</a>	Master of Teaching (Primary)	28
<a href="#">1609.2</a>	Master of Teaching (Secondary)	30
<a href="#">1674.1</a>	Master of Urban Management and Planning	32
<a href="#">1502.4</a>	Postgraduate Diploma of Psychology	19

## Index for units by unit code order

Unit	Description	Page	Unit	Description	Page
			<b>101426.1</b>	Convergent Media Internship	41
			<b>101443.2</b>	Creative Music Therapy Practicum 1	43
<b>100013.1</b>	Experimental Design and Analysis	47	<b>101444.3</b>	Creative Music Therapy Practicum 2	43
<b>100487.3</b>	Empirical Research Methods Seminar	46	<b>101445.2</b>	Music Therapy Skills 1	56
<b>100488.2</b>	Empirical Research Project	46	<b>101446.3</b>	Music Therapy Skills 2	56
<b>100530.2</b>	Developmental Psychopathology	44	<b>101447.1</b>	School Counselling Placement	64
<b>100689.4</b>	Education Research Thesis	45	<b>101475.1</b>	Education Research Methods and Design	45
<b>100701.1</b>	Leadership, Mentoring and Professional Growth	52	<b>101476.1</b>	Education Research Seminar	45
<b>100703.1</b>	Independent Study 1	49	<b>101482.2</b>	Accreditation Studies	36
<b>100910.1</b>	Music Therapy Method	55	<b>101506.1</b>	Counselling 1	42
<b>100911.3</b>	Music Therapy Professional Practice	55	<b>101507.1</b>	Counselling 2	42
<b>100912.2</b>	Music Therapy Theory and Practice 1	56	<b>101541.1</b>	Advanced Topics in Psychology	36
<b>100914.3</b>	Music Therapy Theory and Practice 2	56	<b>101545.1</b>	Strategic Communication	66
<b>100916.1</b>	Legal Interpreting	53	<b>101546.1</b>	Individual Project (Autumn)	50
<b>100917.1</b>	Specialised Translation (PG)	66	<b>101547.1</b>	Individual Project (Spring)	50
<b>100919.1</b>	Investigating Second Language Acquisition	51	<b>101548.1</b>	Setting the Agenda	66
<b>100922.1</b>	Medical Interpreting (PG)	54	<b>101549.1</b>	Critical Perspectives in Communication	43
<b>100923.1</b>	Conference Interpreting	41	<b>101550.1</b>	Integrated Marketing Communication	50
<b>100924.1</b>	Community Translation (PG)	41	<b>101576.2</b>	Primary Personal Development, Health & Physical Education (PDHPE)	59
<b>100925.1</b>	Literary Translation	53	<b>101577.2</b>	Classrooms Without Borders	38
<b>100926.2</b>	The Language of the Law	67	<b>101578.2</b>	Education, Knowledge, Society and Change	46
<b>100978.1</b>	Professional Experience II	60	<b>101579.1</b>	Primary English and Literacy 1	58
<b>100984.1</b>	Inclusive Education: Principles and Practices	49	<b>101580.1</b>	Primary Mathematics and Numeracy 1	59
<b>101028.1</b>	Behaviour Management	37	<b>101581.1</b>	Learning for Teaching	52
<b>101073.1</b>	Professional Practice in Context	62	<b>101582.1</b>	Primary Human Society and its Environment	58
<b>101074.1</b>	Professional Experience 1	60	<b>101583.1</b>	Primary Science & Technology	59
<b>101075.1</b>	Professional Experience III	60	<b>101584.1</b>	Primary Mathematics and Numeracy 2	59
<b>101079.1</b>	Understanding Educational Research	68	<b>101585.1</b>	Primary Creative Arts	58
<b>101098.1</b>	Curriculum for Under Threes	43	<b>101586.1</b>	Primary English and Literacy 2	58
<b>101099.1</b>	Engaging Children in Curriculum	46	<b>101587.1</b>	Teaching in New Times	67
<b>101101.1</b>	Children's Services: Management and Administration	38	<b>101604.1</b>	Primary Professional Experience	59
<b>101102.1</b>	Investigating Social Worlds	51	<b>101613.2</b>	Educational Psychology for Primary Teaching	46
<b>101103.2</b>	Fostering Creativity in Children's Learning	48	<b>101625.1</b>	Inclusive Practices	49
<b>101104.2</b>	Mathematics, Science and Technology 0-8	54	<b>101627.1</b>	Connecting Communities in Early Childhood Education	41
<b>101105.2</b>	Prosocial Learning Environments	62	<b>101628.1</b>	Global Literacies	48
<b>101106.2</b>	Literacy 0-8	53	<b>101629.1</b>	Healthy Identities	48
<b>101107.2</b>	Early Childhood Professional Experience 1	45	<b>101630.1</b>	Managing Child and Family Services	53
<b>101108.2</b>	Early Childhood Professional Experience 2	45	<b>101633.1</b>	Managing Cities: History and Theory	54
<b>101184.1</b>	Psychology: Human Behaviour	63	<b>101634.1</b>	Planning and Environmental Regulation	57
<b>101196.1</b>	Human Performance in Applied Psychology	49	<b>101635.1</b>	Urban Planning Placement Project	68
<b>101199.1</b>	Counselling and Consultation 2	43	<b>101636.1</b>	Developing Sustainable Places	44
<b>101200.1</b>	Children, Young People and Behaviour	38	<b>101637.1</b>	Urban Research Report	69
<b>101210.2</b>	Child Clinical Psychology	38	<b>101639.1</b>	Introduction to Teaching and Learning	51
<b>101213.2</b>	Psychological Interventions 1	63	<b>101640.1</b>	Pedagogies in Practice	56
<b>101214.2</b>	Psychological Interventions 2	63	<b>101641.1</b>	Diversity, Social Justice and Equity	44
<b>101220.1</b>	Clinical Health Psychology	39	<b>101642.1</b>	Positive Learning Environments	57
<b>101239.2</b>	Applied Research Project	37	<b>101642.2</b>	Play Development and Learning	57
<b>101247.1</b>	Counselling and Consultation	42	<b>101648.1</b>	Early Intervention and Prevention in Early Childhood Contexts	45
<b>101286.2</b>	Inclusive Teaching for Effective Learning	49	<b>101651.1</b>	Applied Imagination	36
<b>101288.2</b>	Professional Practice II: Engaging in the Profession	62	<b>101652.1</b>	Ecopsychology and Cultural Change	45
<b>101289.2</b>	Professional Practice I	61	<b>101653.1</b>	Environmental Education and Advocacy	47
<b>101297.1</b>	Languages and Linguistics Special Project	52	<b>101654.1</b>	Researching Social Ecology	64
<b>101303.1</b>	Art Therapy: Histories, Theories, Groups	37	<b>101655.1</b>	Transformative Leadership	68
<b>101304.1</b>	Art Therapy: Application to Client Groups	37	<b>101656.1</b>	Researching Practice	64
<b>101314.2</b>	Urban Management Practice: Governance and Power in the City	68	<b>101657.1</b>	Independent Study/Practice in Context	49
<b>101315.2</b>	Financing Cities in the Global Economy	47	<b>101658.1</b>	Transformative Learning	68
<b>101398.1</b>	Secondary Method 1A	64	<b>101659.1</b>	Evaluating Learning Programs	47
<b>101399.1</b>	Secondary Method 1B	65	<b>101660.1</b>	Curriculum Futures	44
<b>101400.1</b>	Secondary Method 1C	65	<b>101671.1</b>	Multiliteracies and Additional Needs	55
<b>101401.1</b>	Secondary Method 2A	65	<b>101672.1</b>	Inclusion In Practice	49
<b>101402.1</b>	Secondary Method 2B	65	<b>101675.1</b>	Public Affairs	63
<b>101403.1</b>	Secondary Method 2C	66	<b>101676.1</b>	Human Learning	48
<b>101415.2</b>	Psychological and Educational Assessment: Theories and Skills 2	62	<b>101677.2</b>	Cognitive Processes	40
<b>101420.1</b>	Theory and Practice of Psychological Assessment and Intervention	68	<b>101678.2</b>	Motivation and Emotion	55
<b>101423.1</b>	Media Project Proposal	54	<b>101679.1</b>	Personality	57
			<b>101680.2</b>	Perception	57
			<b>101681.1</b>	Abnormal Psychology	36

Unit	Description	Page
101682.3	Developmental Psychology	44
101683.1	Social Psychology	66
101684.2	Brain and Behaviour	38
101689.1	Advanced Research Methods	36
101695.1	Introduction to Interpreting PG	51
101696.1	Introduction to Translation PG	51
101697.1	TESOL Methodology and Curricula	67
101698.1	TESOL Internship	67
101743.1	Mobile Media	55
101745.1	Media Project Production	54
101750.1	Translation Technologies (PG)	68
101784.1	Clinical Studies (Art Therapy)	40
101785.1	Further Clinical Studies (Art Therapy)	48
101793.1	Methods and Case Studies in Convergent Media	54
101794.1	Theory and Practice of Convergent Media	67
101802.1	Investigating with Mathematics, Science and Technology	52
101803.1	Literacy in the Early Years	53
101810.1	Core Skills and Ethical Practice	42
101811.1	Psychological Assessment	63
101812.1	Clinical Psychopathology 1	40
101813.1	Clinical Psychopathology 2	40
101814.1	Clinical Research Methods	40
101815.1	Clinic Placement A	39
101816.1	Clinic Placement B	39
101817.1	Clinical Neuropsychology and Psychopharmacology	39
101818.1	Professional Placement 1	60
101819.1	Professional Placement 2	61
101820.1	Professional Placement 3	61
101824.1	Second Language Assessment and Testing	64
101825.1	English Linguistics for TESOL	47
101826.1	Conference Interpreting	41
101827.1	Audiovisual Translation: Subtitling and Captioning	37
400417.1	Epidemiology and Quantitative Methods	47
400421.1	Research Methods for Humanities and Social Sciences	64
400585.1	Theories of the Social	67
400586.1	Integrating Theory, Research and Practice	50
52340.1	Professional Issues in Psychological Practice	60
A7444.1	Language and Linguistics Research Methods	52
A7456.2	Interpreting and Translation Professional Practicum (PG)	51

## Index for units by unit description order

Unit	Description	Page	Unit	Description	Page
			<b>101628.1</b>	Global Literacies	48
			<b>101629.1</b>	Healthy Identities	48
<b>101681.1</b>	Abnormal Psychology	36	<b>101676.1</b>	Human Learning	48
<b>101482.2</b>	Accreditation Studies	36	<b>101196.1</b>	Human Performance in Applied Psychology	49
<b>101689.1</b>	Advanced Research Methods	36	<b>101672.1</b>	Inclusion In Practice	49
<b>101541.1</b>	Advanced Topics in Psychology	36	<b>100984.1</b>	Inclusive Education: Principles and Practices	49
<b>101651.1</b>	Applied Imagination	36			
<b>101239.2</b>	Applied Research Project	37	<b>101625.1</b>	Inclusive Practices	49
<b>101304.1</b>	Art Therapy: Application to Client Groups	37	<b>101286.2</b>	Inclusive Teaching for Effective Learning	49
<b>101303.1</b>	Art Therapy: Histories, Theories, Groups	37	<b>100703.1</b>	Independent Study 1	49
<b>101827.1</b>	Audiovisual Translation: Subtitling and Captioning	37	<b>101657.1</b>	Independent Study/Practice in Context	49
<b>101028.1</b>	Behaviour Management	37	<b>101546.1</b>	Individual Project (Autumn)	50
<b>101684.2</b>	Brain and Behaviour	38	<b>101547.1</b>	Individual Project (Spring)	50
<b>101210.2</b>	Child Clinical Psychology	38	<b>101550.1</b>	Integrated Marketing Communication	50
<b>101200.1</b>	Children, Young People and Behaviour	38	<b>400586.1</b>	Integrating Theory, Research and Practice	50
<b>101101.1</b>	Children's Services: Management and Administration	38	<b>A7456.2</b>	Interpreting and Translation Professional Practicum (PG)	51
			<b>101695.1</b>	Introduction to Interpreting PG	51
<b>101577.2</b>	Classrooms Without Borders	38	<b>101639.1</b>	Introduction to Teaching and Learning	51
<b>101815.1</b>	Clinic Placement A	39	<b>101696.1</b>	Introduction to Translation PG	51
<b>101816.1</b>	Clinic Placement B	39	<b>100919.1</b>	Investigating Second Language Acquisition	51
<b>101220.1</b>	Clinical Health Psychology	39	<b>101102.1</b>	Investigating Social Worlds	51
<b>101817.1</b>	Clinical Neuropsychology and Psychopharmacology	39	<b>101802.1</b>	Investigating with Mathematics, Science and Technology	52
<b>101812.1</b>	Clinical Psychopathology 1	40	<b>A7444.1</b>	Language and Linguistics Research Methods	52
<b>101813.1</b>	Clinical Psychopathology 2	40			
<b>101814.1</b>	Clinical Research Methods	40	<b>101297.1</b>	Languages and Linguistics Special Project	52
<b>101784.1</b>	Clinical Studies (Art Therapy)	40	<b>100701.1</b>	Leadership, Mentoring and Professional Growth	52
<b>101677.2</b>	Cognitive Processes	40			
<b>100924.1</b>	Community Translation (PG)	41	<b>101581.1</b>	Learning for Teaching	52
<b>100923.1</b>	Conference Interpreting	41	<b>100916.1</b>	Legal Interpreting	53
<b>101826.1</b>	Conference Interpreting	41	<b>101106.2</b>	Literacy 0-8	53
<b>101627.1</b>	Connecting Communities in Early Childhood Education	41	<b>101803.1</b>	Literacy in the Early Years	53
			<b>100925.1</b>	Literary Translation	53
<b>101426.1</b>	Convergent Media Internship	41	<b>101630.1</b>	Managing Child and Family Services	53
<b>101810.1</b>	Core Skills and Ethical Practice	42	<b>101633.1</b>	Managing Cities: History and Theory	54
<b>101506.1</b>	Counselling 1	42	<b>101104.2</b>	Mathematics, Science and Technology 0-8	54
<b>101507.1</b>	Counselling 2	42	<b>101745.1</b>	Media Project Production	54
<b>101247.1</b>	Counselling and Consultation	42	<b>101423.1</b>	Media Project Proposal	54
<b>101199.1</b>	Counselling and Consultation 2	43	<b>100922.1</b>	Medical Interpreting (PG)	54
<b>101443.2</b>	Creative Music Therapy Practicum 1	43	<b>101793.1</b>	Methods and Case Studies in Convergent Media	54
<b>101444.3</b>	Creative Music Therapy Practicum 2	43			
<b>101549.1</b>	Critical Perspectives in Communication	43	<b>101743.1</b>	Mobile Media	55
<b>101098.1</b>	Curriculum for Under Threes	43	<b>101678.2</b>	Motivation and Emotion	55
<b>101660.1</b>	Curriculum Futures	44	<b>101671.1</b>	Multiliteracies and Additional Needs	55
<b>101636.1</b>	Developing Sustainable Places	44	<b>100910.1</b>	Music Therapy Method	55
<b>101682.3</b>	Developmental Psychology	44	<b>100911.3</b>	Music Therapy Professional Practice	55
<b>100530.2</b>	Developmental Psychopathology	44	<b>101445.2</b>	Music Therapy Skills 1	56
<b>101641.1</b>	Diversity, Social Justice and Equity	44	<b>101446.3</b>	Music Therapy Skills 2	56
<b>101107.2</b>	Early Childhood Professional Experience 1	45	<b>100912.2</b>	Music Therapy Theory and Practice 1	56
<b>101108.2</b>	Early Childhood Professional Experience 2	45	<b>100914.3</b>	Music Therapy Theory and Practice 2	56
<b>101648.1</b>	Early Intervention and Prevention in Early Childhood Contexts	45	<b>101640.1</b>	Pedagogies in Practice	56
			<b>101680.2</b>	Perception	57
<b>101652.1</b>	Ecopsychology and Cultural Change	45	<b>101679.1</b>	Personality	57
<b>101475.1</b>	Education Research Methods and Design	45	<b>101634.1</b>	Planning and Environmental Regulation	57
<b>101476.1</b>	Education Research Seminar	45	<b>101647.2</b>	Play Development and Learning	57
<b>100689.4</b>	Education Research Thesis	45	<b>101642.1</b>	Positive Learning Environments	57
<b>101578.2</b>	Education, Knowledge, Society and Change	46	<b>101585.1</b>	Primary Creative Arts	58
			<b>101579.1</b>	Primary English and Literacy 1	58
<b>101613.2</b>	Educational Psychology for Primary Teaching	46	<b>101586.1</b>	Primary English and Literacy 2	58
			<b>101582.1</b>	Primary Human Society and its Environment	58
<b>100487.3</b>	Empirical Research Methods Seminar	46			
<b>100488.2</b>	Empirical Research Project	46	<b>101580.1</b>	Primary Mathematics and Numeracy 1	59
<b>101099.1</b>	Engaging Children in Curriculum	46	<b>101584.1</b>	Primary Mathematics and Numeracy 2	59
<b>101825.1</b>	English Linguistics for TESOL	47	<b>101576.2</b>	Primary Personal Development, Health & Physical Education (PDHPE)	59
<b>101653.1</b>	Environmental Education and Advocacy	47			
<b>400417.1</b>	Epidemiology and Quantitative Methods	47	<b>101604.1</b>	Primary Professional Experience	59
<b>101659.1</b>	Evaluating Learning Programs	47	<b>101583.1</b>	Primary Science & Technology	59
<b>100013.1</b>	Experimental Design and Analysis	47	<b>101074.1</b>	Professional Experience 1	60
<b>101315.2</b>	Financing Cities in the Global Economy	47	<b>100978.1</b>	Professional Experience II	60
<b>101103.2</b>	Fostering Creativity in Children's Learning	48	<b>101075.1</b>	Professional Experience III	60
<b>101785.1</b>	Further Clinical Studies (Art Therapy)	48	<b>52340.1</b>	Professional Issues in Psychological Practice	60

Unit	Description	Page
<a href="#">101818.1</a>	Professional Placement 1	60
<a href="#">101819.1</a>	Professional Placement 2	61
<a href="#">101820.1</a>	Professional Placement 3	61
<a href="#">101289.2</a>	Professional Practice I	61
<a href="#">101288.2</a>	Professional Practice II: Engaging in the Profession	62
<a href="#">101073.1</a>	Professional Practice in Context	62
<a href="#">101105.2</a>	Prosocial Learning Environments	62
<a href="#">101415.2</a>	Psychological and Educational Assessment: Theories and Skills 2	62
<a href="#">101811.1</a>	Psychological Assessment	63
<a href="#">101213.2</a>	Psychological Interventions 1	63
<a href="#">101214.2</a>	Psychological Interventions 2	63
<a href="#">101184.1</a>	Psychology: Human Behaviour	63
<a href="#">101675.1</a>	Public Affairs	63
<a href="#">400421.1</a>	Research Methods for Humanities and Social Sciences	64
<a href="#">101656.1</a>	Researching Practice	64
<a href="#">101654.1</a>	Researching Social Ecology	64
<a href="#">101447.1</a>	School Counselling Placement	64
<a href="#">101824.1</a>	Second Language Assessment and Testing	64
<a href="#">101398.1</a>	Secondary Method 1A	64
<a href="#">101399.1</a>	Secondary Method 1B	65
<a href="#">101400.1</a>	Secondary Method 1C	65
<a href="#">101401.1</a>	Secondary Method 2A	65
<a href="#">101402.1</a>	Secondary Method 2B	65
<a href="#">101403.1</a>	Secondary Method 2C	66
<a href="#">101548.1</a>	Setting the Agenda	66
<a href="#">101683.1</a>	Social Psychology	66
<a href="#">100917.1</a>	Specialised Translation (PG)	66
<a href="#">101545.1</a>	Strategic Communication	66
<a href="#">101587.1</a>	Teaching in New Times	67
<a href="#">101698.1</a>	TESOL Internship	67
<a href="#">101697.1</a>	TESOL Methodology and Curricula	67
<a href="#">100926.2</a>	The Language of the Law	67
<a href="#">400585.1</a>	Theories of the Social	67
<a href="#">101794.1</a>	Theory and Practice of Convergent Media	67
<a href="#">101420.1</a>	Theory and Practice of Psychological Assessment and Intervention	68
<a href="#">101655.1</a>	Transformative Leadership	68
<a href="#">101658.1</a>	Transformative Learning	68
<a href="#">101750.1</a>	Translation Technologies (PG)	68
<a href="#">101079.1</a>	Understanding Educational Research	68
<a href="#">101314.2</a>	Urban Management Practice: Governance and Power in the City	68
<a href="#">101635.1</a>	Urban Planning Placement Project	68
<a href="#">101637.1</a>	Urban Research Report	69