

College of Arts

Electronic Postgraduate Handbook 2010

University of Western Sydney

ISSN 1444-7770
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CRICOS Provider Code 00917K

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About the College of Arts Electronic Postgraduate Handbook

Sessions and dates

There are two main sessions in 2010: 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.

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 2010 at:

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 units in these 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.

Tip:

The electronic handbook contains links. These can be accessed by clicking on the text highlighted in blue. To return to the previous screen, click on the green arrow at the bottom of the page.

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/>

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COLLEGE OF ARTS

Master of Art Therapy

4595.3

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 2009 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

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

Location

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

Accreditation

The Master of Art Therapy at UWS has been approved by the Accreditation Sub-committee of the Australian and New Zealand Art Therapy Association.

Admission

Applicants must have successfully completed an undergraduate degree in visual arts, fine arts or design
OR

Successfully completed an undergraduate degree in another area of the arts, social sciences, psychology, health sciences, education or humanities

AND

Have tertiary visual arts training (at least two visual arts units at university level within or additional to an undergraduate degree; or a Diploma of Fine Arts)

AND

Submit in writing a 200 - 250 word statement of intent explaining the reason why the applicant is seeking entry to the course.

AND (for all of the above)

* Have 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.

* Have evidence of a developed and sustained visual arts practice together with demonstrated understanding of how this practice relates to training as an art therapist, in the form of a portfolio of the applicant's artwork (originals or photo documentation) accompanied by a written artist's statement of 200-250 words.

* Have two written references/ letters of recommendation from currently available referees, at least one from a relevant work context as above.

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 160 credit points consisting of 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

Year 2

Autumn session

101508.1 Clinical Studies
400421.1 Research Methods for Humanities and Social Sciences
400585.1 Theories of the Social

Spring session

101509.1 Further Clinical Studies
400586.1 Integrating Theory, Research and Practice

Part-time**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**

101508.1 Clinical Studies

Spring session

101509.1 Further Clinical Studies

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.

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 (TESOL)**1595.3**

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.

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 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

100721.1	Contexts of TESOL
100722.1	Functional Grammar
101697.1	TESOL Methodology and Curricula
101698.1	TESOL Internship
A7444.1	Language and Linguistics Research Methods
100919.1	Investigating Second Language Acquisition

100721.1	Contexts of TESOL
100722.1	Functional Grammar
101697.1	TESOL Methodology and Curricula
101698.1	TESOL Internship

Graduate Diploma in TESOL

1635.2

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 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 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.

Graduate Certificate in TESOL

1636.2

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 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

Half a year 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 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.

100721.1	Contexts of TESOL
100722.1	Functional Grammar
101697.1	TESOL Methodology and Curricula

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 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
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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
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And three pool units

Pool Units

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

Off-Shore Practical Skills Stream

Full-time, Start-year intake:

Year 1

Autumn session

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG
100916.1	Legal Interpreting
100924.1	Community Translation

Spring session

100917.1	Specialised Translation
100922.1	Medical Interpreting (PG)

And two pool units

Full-time, Mid-year intake:

Year 1

Spring session

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG
100917.1	Specialised Translation
100922.1	Medical Interpreting (PG)

Year 2

Autumn session

100916.1	Legal Interpreting
100924.1	Community Translation

And two pool units

Pool Units

Units are offered on a rotational basis

100925.1	Literary Translation
100926.2	The Language of the Law
101750.1	Translation Technologies (PG)
100923.1	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 in any discipline

AND

Applicants must have an IELTS score of 7.0 or equivalent 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

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG
100916.1	Legal Interpreting

Spring session

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

Full-time, Mid-year intake:

Year 1

Spring session

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG
100922.1	Medical Interpreting (PG)

Year 2**Autumn session**

100916.1	Legal Interpreting
A7456.2	Interpreting and Translation Professional Practicum (PG)
101482.2	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 in any discipline

AND

Applicants must have an IELTS score of 7.0 or equivalent and have native or near-native proficiency in one of the following languages: Arabic, Japanese, Mandarin and Spanish.

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 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**

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG
100924.1	Community Translation

Spring session

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

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

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG
100917.1	Specialised Translation

Year 2**Autumn session**

100924.1	Community Translation
A7456.2	Interpreting and Translation Professional Practicum (PG)
101482.2	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 successfully completed an undergraduate degree in any discipline

AND

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

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG
100924.1	Community Translation
100916.1	Legal Interpreting

Spring session

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

Full-time, Mid-year intake:

Year 1

Spring session

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG
100917.1	Specialised Translation
100922.1	Medical Interpreting (PG)

Year 2

Autumn session

100924.1	Community Translation
100916.1	Legal Interpreting
A7456.2	Interpreting and Translation Professional Practicum (PG)
101482.2	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 successfully completed an undergraduate degree 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 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

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG

And two pool units

Full-time, Mid-Year Intake

Spring session

101695.1	Introduction to Interpreting PG
101696.1	Introduction to Translation PG

And two pool units

Pool Units:

Units are offered on a rotational basis.

100924.1	Community Translation
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100923.1	Conference Interpreting
100916.1	Legal Interpreting
100926.2	The Language of the Law
100925.1	Literary Translation
100922.1	Medical Interpreting (PG)
100917.1	Specialised Translation
101750.1	Translation Technologies (PG)

Master of Convergent Media

1645.2

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

Students will extend their experience portfolio, building advanced skills in creative/conceptual development and media production through the delivery of a multi-platform/convergent media product. Students will acquire a thorough knowledge of the convergent landscape, from mobile media to gaming, virtual worlds and social media.

The UWS School of Communication Arts offers superior academic and production resources with a recent refurbishment of its studio, broadcast facilities, streaming server and a new live outside broadcast remote facility.

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 5 years FTE 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

- 101422.1** Media Contexts: Audience and Trends
101423.1 Media Project Proposal

Choose one of

- 101426.1** Convergent Media Internship
101743.1 Mobile Media

Semester 2

- 101744.1** Theory and Practice of Convergent Media
101745.1 Media Project Production

Choose one of

- 101426.1** Convergent Media Internship
101743.1 Mobile Media

Part-Time Students

- 101423.1** Media Project Proposal

Must be completed before

- 101745.1** Media Project Production

All other units listed above may be taken in any session, depending on unit offerings. Please check the timetable for each unit.

Graduate Certificate in Convergent Media

1646.2

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 is designed for communication-based or corporate professionals interested in an advanced introduction to the design, planning of media projects in the area of convergent media technologies. Students exit this course 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

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 including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Semester 1

- 101422.1** Media Contexts: Audience and Trends
101425.1 Live Links: Scripting, Interviewing and Presenting
101423.1 Media Project Proposal

Part-time

Semester 1

- 101422.1** Media Contexts: Audience and Trends
101425.1 Live Links: Scripting, Interviewing and Presenting

Semester 2

- 101423.1** Media Project Proposal

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.

International applicants who are unable to attend the audition should submit a DVD demonstrating musical proficiency. For further information, contact the course advisor, Ian Stevenson.

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.

Audition:

You will be selected on an interview/audition in which personal aptitude, professional experience and educational qualifications are taken into consideration. At your audition you will be asked to perform two contrasting pieces of

music, and you will be given some simple ear tests and an improvisation task. Bring any other relevant material to the audition, such as your portfolio of compositions.

Course Structure

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

Students enrol in the units shown in either Group 1 or 2, depending upon which group of units is being offered in the (current) year. Each group of units will be offered on a rotating two-year cycle to ensure all students receive equal opportunity to complete the required 120 credit points in the recommended timeframe. Intending applicants should check with the Head of Program or the Course Advisor prior to commencement if they have any queries regarding the cycle of unit offerings.

Group 1

Year 1

Autumn session

101445.2	Music Therapy Skills 1
100910.1	Music Therapy Method

Spring session

100912.2	Music Therapy Theory and Practice 1
101443.2	Creative Music Therapy Practicum 1

Year 2

Autumn session

101446.2	Music Therapy Skills 2
100911.3	Music Therapy Professional Practice

Spring session

100914.2	Music Therapy Theory and Practice 2
101444.2	Creative Music Therapy Practicum 2

Group 2

Year 1

Autumn session

101446.2	Music Therapy Skills 2
100914.2	Music Therapy Theory and Practice 2

Spring session

100911.3	Music Therapy Professional Practice
101444.2	Creative Music Therapy Practicum 2

Year 2

Autumn session

101445.2	Music Therapy Skills 1
100910.1	Music Therapy Method

Spring session

100912.2 Music Therapy Theory and Practice 1
101443.2 Creative Music Therapy Practicum 1

Master of Education (Leadership)**1680.1**

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 1H 2010.

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

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

Location

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

Accreditation

This is an endorsed provision at the Professional Competence level for accreditation under the NSW Institute of Teachers.

Admission

Applicants must have successfully completed an undergraduate degree in any discipline

AND

Have a minimum of three years full-time equivalent work experience in education or training.

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 in the recommended sequence below.

Recommended Sequence**Full-time****Year 1****1H session****Core units**

101656.1 Researching Practice
101655.1 Transformative Leadership

One Specialist unit from list below

Choose one of the following options:

One Specialist unit from list below OR

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

2H session**Core units**

101658.1 Transformative Learning
101657.1 Independent Study/Practice in Context

One Specialist unit from list below

Choose one of the following options:

One Specialist unit from list below OR

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

Part-time**Year 1****1H****Core units****Choose one of the following core units:**

101656.1 Researching Practice
101655.1 Transformative Leadership

One Specialist 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 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 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 unit from list below OR

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

Specialist Units:

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

Master of Education (Leadership)**1680.2**

THIS VERSION OF THE COURSE COMMENCES IN 2H 2010.

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.

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.

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.

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

And two other units drawn from either the following elective units

- 101659.1** Evaluating Learning Programs
101660.1 Curriculum Futures
100701.1 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)

1683.1

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 1H 2010.

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

One year full-time/Two years part-time.

Location

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

Accreditation

This is an endorsed provision at the Professional Competence level for accreditation under the NSW Institute of Teacher.

Admission

Applicants must have successfully completed an undergraduate 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 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 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 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 Specialist unit from list below OR

One Specialist unit to be chosen from 1680 - Master of Education (Leadership) or 1682 - Master of Special Education

Full-time

Year 1

1H

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

One Specialist unit from list below

And one Specialist unit from list below OR

One Specialist unit to be chosen from 1680 - Master of Education (Leadership) or 1682 - Master of Special Education

2H

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

One Specialist unit from list below

And one Specialist unit from list below OR

One Specialist unit to be chosen from 1680 - Master of Education (Leadership) or 1682 - Master of Special Education

Specialist Units

- 101651.1** Applied Imagination
- 101652.1** Ecopsychology and Cultural Change
- 101653.1** Environmental Education and Advocacy
- 101654.1** Researching Social Ecology

Master of Education (Social Ecology)

1683.2

THIS VERSION OF THE COURSE COMMENCES IN 2H 2010.

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.

Accreditation

This is an endorsed provision at the Professional Competence level for accreditation under the NSW Institute of Teacher.

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

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.

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

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

Graduate Certificate in Education (Social Ecology)

1684.1

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 1H 2010.

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	Full Time	Internal
Penrith Campus	Part Time	Internal

Accreditation

This is an endorsed provision at the Professional Competence level for accreditation under the NSW Institute of Teacher.

Admission

Applicants must have successfully completed an undergraduate 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

Choose one of

101651.1 Applied Imagination
101653.1 Environmental Education and Advocacy

2H

101658.1 Transformative Learning

Choose one of

101652.1 Ecopsychology and Cultural Change
101654.1 Researching Social Ecology

Graduate Certificate in Education (Social Ecology)

1684.2

THIS VERSION OF THE COURSE COMMENCES IN 2H 2010.

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, 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.

Study Mode

One year part-time.

Accreditation

This is an endorsed provision at the Professional Competence level for accreditation under the NSW Institute of Teacher.

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

1568.3

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 2009 and later.

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

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

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

101422.1	Media Contexts: Audience and Trends
101550.1	Integrated Marketing Communication
101675.1	Public Affairs
101546.1	Individual Project (Autumn)

Spring session

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

Graduate Certificate in Professional Communication (exit only)

1566.3

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

Students may elect to exit the Master of Professional Communication after completion of forty credit points from any core units from the Master of Professional Communication.

Master of Psychology (Clinical Psychology)

1546.4

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 2010 or later.

The Master of Psychology (Clinical Psychology) is a fee-paying professional masters course designed to develop competent clinical psychologists who will receive thorough cognitive behavioural training, becoming specialist practitioners in the scientist/practitioner mode. All students complete specified coursework, a research thesis, and 1000 hours of supervised experience 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), a joint organisation of the Australian Psychological Society and Council of Psychological Registration Boards.

Admission

Applicants must have successfully completed an APAC accredited four-year undergraduate Psychology degree with a minimum GPA of 5.5 for the Psychology major units.

All short-listed applicants will be asked to attend an interview.

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

Limited places are available in this course and meeting the admissions criteria does not guarantee entry.

Special Requirements

To be eligible to undertake professional placement, all students must be eligible for: 1. Full or conditional registration with the NSW Psychologists Registration Board. 2. NSW Criminal Record Check. 3. Prohibited Employment Declaration. 4. Child Protection training seminar. The referee's report needs to be submitted before applicants will be short listed for interview.

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

- 101209.1** Core Skills: Counselling and Ethical Practice
- 101207.1** Psychological Assessment 1
- 101212.1** Clinical Psychopathology
- 101213.1** Psychological Interventions 1

Spring session

- 101215.1** Cognitive Behaviour Therapy: Theory and Practice
- 101210.1** Child Clinical Psychology
- 101214.1** Psychological Interventions 2
- 100472.1** Advanced Research Design

2H Session

- 100803.2** Psychology Placement 1

Year 2

Autumn session

- 101218.1** Clinical and Forensic Neuropsychology
- 101691.1** Psychological Interventions 3

Spring session

- 101220.1** Clinical Health Psychology
- 101692.1** Psychological Interventions 4

1H session

- 101693.1** Clinical Psychology Research Seminar
- 101239.1** Applied Research Project
- 100804.2** Psychology Placement 2
- 100805.2** Psychology Placement 3
- 101240.2** Master of Psychology Placement 4

2H session

- 101693.1** Clinical Psychology Research Seminar
- 101239.1** Applied Research Project
- 100804.2** Psychology Placement 2
- 100805.2** Psychology Placement 3
- 101240.2** Master of Psychology Placement 4

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.

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 topic areas of psychology: history of psychology, biological psychology, learning, social psychology, lifespan development, sensation and perception, individual differences, personality and cognitive processes.

The Graduate Diploma in Psychological Studies is accredited by the Australian Psychologists Accreditation Council (APAC) and the NSW Psychologist Registration Board as an undergraduate three year sequence in Psychology. The Graduate Diploma in Psychological Studies prepares graduates for an accredited fourth year in Psychology; it does not comprise such a fourth year.

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 of Psychological Studies is accredited by the NSW Psychologist's Registration Board and the Australian Psychologists Accreditation Council (APAC) as an accredited three year sequence in Psychology.

Admission

Applicants must have successfully completed a three year undergraduate degree - non Psychology major.

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

101184.1	Psychology: Human Behaviour
100013.1	Experimental Design and Analysis
101684.1	Brain and Behaviour
101680.1	Perception

Spring session

101676.1	Human Learning
101678.1	Motivation and Emotion
101683.1	Social Psychology
101677.1	Cognitive Processes

Year 2

Autumn session

101679.1	Personality
101681.1	Abnormal Psychology
101689.1	Advanced Research Methods
101682.1	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 study in psychology designed for those seeking professional accreditation and is undertaken upon completion of an accredited three-year sequence in psychology. This award shares common classes with the specialist (non-honours year) of the Bachelor of Psychology program. This course is recognised as an accredited 4th year of study in psychology. The course comprises three 10-credit-point session-length units, one year-long 20-credit point research methods unit, and a 30-credit point thesis. As long as they meet prerequisites, students may take these units at a time convenient to themselves and do not

necessarily follow a session-based plan. Students may be required to attend instruction on a campus other than that of their first enrolment.

Students are required to have completed an undergraduate degree, comprising a major in psychology that is accredited by both the Australian Psychologist Accreditation Council and the New South Wales Psychologists Registration Board.

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

Psychology is a state-government registered profession with strict entry requirements. For those students who meet entry requirements, this award provides an accredited fourth year of study enabling conditional registration with the NSW Psychologists Registration Board.

Admission

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

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

100487.3 Empirical Research Methods Seminar
100488.2 Empirical Research Project

2H session

100487.3 Empirical Research Methods Seminar
100488.2 Empirical Research Project

Autumn session

101420.1 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

101196.1 Human Performance in Applied Psychology
101247.1 Counselling and Consultation

Spring session

Spring Core Discipline Electives

101541.1 Advanced Topics in Psychology
100530.2 Developmental Psychopathology

Graduate Diploma in Counselling

1647.3

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 2010 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. This program is aimed specifically at graduates in any discipline who can demonstrate the personal qualities required for this demanding profession.

Study Mode

Two years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Internal

Admission

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

Perform satisfactorily at a personal interview on campus to demonstrate their suitability for the program.

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

Part-time

Year 1

First session

101506.1 Counselling 1

Second session

101507.1 Counselling 2

Year 2

First session

101508.1 Clinical Studies

Second session

101509.1 Further Clinical Studies

Graduate Certificate in Counselling

1648.3

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 2010 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 a minimum of one year full-time equivalent work experience as a psychologist, social worker or social welfare worker

AND

Perform satisfactorily at a personal interview on campus to determine their suitability for the program.

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 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.

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

- 101447.1** School Counselling Placement
52340.1 Professional Issues in Psychological Practice

Spring session

- 101447.1** School Counselling Placement
101415.2 Psychological and Educational Assessment: Theories and Skills 2

Year 2

Autumn session

- 101200.1** Children, Young People and Behaviour

Spring session

- 101199.1** 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

Campus	Attendance	Mode
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 a bachelor degree, graduate diploma or graduate certificate 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

- 400421.1** Research Methods for Humanities and Social Sciences
400585.1 Theories of the Social
400586.1 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

6 months full-time plus 6 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 a bachelor degree, graduate diploma or graduate certificate 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

400421.1	Research Methods for Humanities and Social Sciences
400585.1	Theories of the Social
400586.1	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 a bachelor degree in any discipline OR

Completed a graduate diploma in any discipline OR

Completed a graduate certificate 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

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

AND

Students may then elect to complete the following unit (20cp):

400586.1	Integrating Theory, Research and Practice
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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

1682.1

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 1H 2010.

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

Applicants must have a recognised teaching qualification AND

Have a minimum of two years FTE work experience in education or training.

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.

If International students' prior education has been undertaken in a language other than English, then a minimum score of 7 IELTS language proficiency (or equivalent TOEFL score) with a minimum of 6.5 on all subtests is required.

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.

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

Master of Special Education

1682.2

THIS VERSION OF THE COURSE COMMENCES IN 2H 2010.

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.

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.

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.

If International students' prior education has been undertaken in a language other than English, then a minimum score of 7 IELTS language proficiency (or equivalent TOEFL score) with a minimum of 6.5 on all subtests is required.

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

1611.2

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 1H 2010.

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

Accreditation

This is an endorsed provision at the Professional Competence level for accreditation under the NSW Institute of Teachers.

Admission

Applicants must have successfully completed an undergraduate degree in any discipline

AND

Have a minimum of two years full-time equivalent experience working with people with disabilities and/or their families.

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

101656.1	Researching Practice
101655.1	Transformative Leadership

Specialist unit

101672.1	Inclusion In Practice
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2H

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

101658.1	Transformative Learning
101657.1	Independent Study/Practice in Context

Specialist unit

101671.1	Multiliteracies and Additional Needs
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NOTE: Students wishing to undertake three Special Education specialist units will need to undertake their studies over three semesters.

Year 2

1H

Specialist unit

101028.1	Behaviour Management
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Graduate Certificate in Special Education Studies

1611.3

THIS VERSION OF THE COURSE COMMENCES IN 2H 2010.

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.

Accreditation

This is an endorsed provision at the Professional Competence level for accreditation under the NSW Institute of Teachers.

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:

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

Specialist unit

- 101672.1** Inclusion In Practice

2H

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

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

Specialist unit

- 101671.1** 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

- 101028.1** Behaviour Management

Master of Teaching (Birth - 5 years) (exit only)

1672.1

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 (Birth - 5 Years) is an early exit point from the Master of Teaching (Birth - 12 Years) for students who want a Birth - 5 Years qualification only.

Study Mode

Two years full-time. Graduates of the UWS Bachelor of Social Science (Pathway to Early Childhood Teaching) - one and a half years accelerated full-time; graduates of the UWS Bachelor of Early Childhood Studies - one and a half years full-time or one year accelerated full-time.

Accreditation

This course is accredited with the NSW Institute of Teachers.

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.

Course Structure

Full-time mode (2 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 15 core units listed in the recommended sequence below.

Recommended sequence

Year 1

1H session

- 101104.2** Mathematics, Science and Technology 0-8
- 101628.1** Global Literacies

- 101629.1** Healthy Identities
101647.1 Play Development and Learning

2H session

- 101098.1** Curriculum for Under Threes
101106.2 Literacy 0-8
101107.2 Early Childhood Professional Experience 1
101648.1 Early Intervention and Prevention in Early Childhood Contexts

Year 2**1H session**

- 101099.1** Engaging Children in Curriculum
101103.1 Fostering Creativity in Children's Learning
101108.2 Early Childhood Professional Experience 2
101625.1 Inclusive Practices

2H session

- 101105.2** Prosocial Learning Environments
101627.1 Connecting Communities in Early Childhood Education
101630.1 Managing Child and Family Services

Full-time mode (1.5 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 12 core units listed in the recommended sequence below.

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

- 101103.1** Fostering Creativity in Children's Learning
101104.2 Mathematics, Science and Technology 0-8
101628.1 Global Literacies
101629.1 Healthy Identities

2H session

- 101098.1** Curriculum for Under Threes
101106.2 Literacy 0-8
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

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 10 core units listed in the recommended sequence below.

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

- 101098.1** Curriculum for Under Threes
101104.2 Mathematics, Science and Technology 0-8
101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

2H session

- 101099.1** Engaging Children in Curriculum
101106.2 Literacy 0-8
101108.2 Early Childhood Professional Experience 2
101630.1 Managing Child and Family Services

Year 2**1H session**

- 101103.1** Fostering Creativity in Children's Learning
101105.2 Prosocial Learning Environments

Accelerated Full-time mode (1 year)

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 10 core units listed in the recommended sequence below.

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

- 101098.1** Curriculum for Under Threes
101103.1 Fostering Creativity in Children's Learning
101104.2 Mathematics, Science and Technology 0-8
101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

2H session

- 101099.1** Engaging Children in Curriculum
101105.2 Prosocial Learning Environments
101106.2 Literacy 0-8

101108.2 Early Childhood Professional Experience 2
101630.1 Managing Child and Family Services

Mid-year intake

Full-time mode (1.5 years)

For graduates of the UWS Bachelor of Early Childhood Studies Diploma Pathway.

Qualification for this award requires the successful completion of 10 core units listed in the recommended sequence below.

Recommended sequence

Year 1

2H session

101098.1 Curriculum for Under Threes
101104.2 Mathematics, Science and Technology 0-8
101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

Year 2

1H session

101099.1 Engaging Children in Curriculum
101106.2 Literacy 0-8
101108.2 Early Childhood Professional Experience 2
101630.1 Managing Child and Family Services

2H session

101103.1 Fostering Creativity in Children's Learning
101105.2 Prosocial Learning Environments

Accelerated Full-time mode (1 year)

For graduates of the UWS Bachelor of Early Childhood Studies Diploma Pathway.

Qualification for this award requires the successful completion of 10 core units listed in the recommended sequence below.

Recommended sequence

Year 1

2H session

101098.1 Curriculum for Under Threes
101103.1 Fostering Creativity in Children's Learning
101104.2 Mathematics, Science and Technology 0-8
101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

Year 2

1H session

101099.1 Engaging Children in Curriculum
101105.2 Prosocial Learning Environments
101106.2 Literacy 0-8
101108.2 Early Childhood Professional Experience 2
101630.1 Managing Child and Family Services

Master of Teaching (Birth - 12 years)

1673.1

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 (Birth -12 Years) provides students with key knowledges, 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.

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 the UWS International office.

Applicants whose first degree was undertaken in a country where English is not the common spoken language, will need to demonstrate a minimum score of 7 IELTS (or equivalent TOEFL score) with a minimum of 6.5 on all subtests.

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.

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.

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

101104.2	Mathematics, Science and Technology 0-8
101628.1	Global Literacies
101629.1	Healthy Identities
101647.1	Play Development and Learning

2H session

101098.1	Curriculum for Under Threes
101106.2	Literacy 0-8
101107.2	Early Childhood Professional Experience 1
101648.1	Early Intervention and Prevention in Early Childhood Contexts

Year 2

1H session

101099.1	Engaging Children in Curriculum
101103.1	Fostering Creativity in Children's Learning
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
101627.1	Connecting Communities in Early Childhood Education
101630.1	Managing Child and Family Services

Year 3

1H 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 (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

101103.1	Fostering Creativity in Children's Learning
101104.2	Mathematics, Science and Technology 0-8
101628.1	Global Literacies
101629.1	Healthy Identities

2H session

101098.1	Curriculum for Under Threes
101106.2	Literacy 0-8
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
101104.2	Mathematics, Science and Technology 0-8

101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

2H session

101099.1 Engaging Children in Curriculum
101106.2 Literacy 0-8
101108.1 Early Childhood Professional Experience 2
101630.1 Managing Child and Family Services

Year 2

1H session

101103.1 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
101103.1 Fostering Creativity in Children's Learning
101104.2 Mathematics, Science and Technology 0-8
101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

2H session

101099.1 Engaging Children in Curriculum
101105.2 Prosocial Learning Environments
101106.2 Literacy 0-8
101108.1 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

Mid-year intake

Full-time mode (2 years)

For graduates of the UWS Bachelor of Early Childhood Studies Diploma Pathway.

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

Recommended sequence

Year 1

2H session

101098.1 Curriculum for Under Threes
101104.2 Mathematics, Science and Technology 0-8
101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

Year 2

1H session

101099.1 Engaging Children in Curriculum
101106.2 Literacy 0-8
101108.2 Early Childhood Professional Experience 2
101630.1 Managing Child and Family Services

2H session

101105.2 Prosocial Learning Environments
101582.1 Primary Human Society and its Environment
101583.1 Primary Science & Technology

Year 3

1H session

101103.1 Fostering Creativity in Children's Learning
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 Diploma Pathway.

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

Recommended sequence

Year 1

2H session

101098.1 Curriculum for Under Threes
101103.1 Fostering Creativity in Children's Learning
101104.2 Mathematics, Science and Technology 0-8
101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

Year 2**1H session**

101099.1	Engaging Children in Curriculum
101105.2	Prosocial Learning Environments
101106.2	Literacy 0-8
101108.2	Early Childhood Professional Experience 2
101630.1	Managing Child and Family Services

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

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.

Accreditation

The Graduate Diploma in Educational Studies (Early Childhood) is not a professional teaching qualification.

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**

101104.2	Mathematics, Science and Technology 0-8
101103.1	Fostering Creativity in Children's Learning Curriculum for Under Threes
101098.1	

2H session

101105.1	Prosocial Learning Environments
101106.1	Literacy 0-8
101099.1	Engaging Children in Curriculum

Year 2**1H session**

101101.1	Children's Services: Management and Administration
101102.1	Investigating Social Worlds

Full-time, Mid-year Intake

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

Year 1**2H session**

101104.2	Mathematics, Science and Technology 0-8
101103.1	Fostering Creativity in Children's Learning
101106.1	Literacy 0-8
101105.1	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**

101103.1	Fostering Creativity in Children's Learning
101098.1	Curriculum for Under Threes

2H session

101105.1	Prosocial Learning Environments
101106.1	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
101103.1 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
101106.1 Literacy 0-8
101102.1 Investigating Social Worlds
101105.1 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

Campus	Attendance	Mode
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.

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).

Applicants whose first degree was undertaken in a country where English is not the common spoken language, will need to demonstrate a minimum score of 7 IELTS (or equivalent TOEFL score) with a minimum of 6.5 on all subtests.

Applicants who have been required to undertake the IELTS before application to the degree also will be required to undertake a further test of academic writing and speaking skills prior to being placed in a professional setting for practice teaching. Teacher education students who do not meet requirements of the written and spoken language tests cannot expect to complete the course in the "accelerated" (18 months) mode.

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.

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.

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**

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

2H session**Module 3**

101584.1	Primary Mathematics and Numeracy 2
101585.1	Primary Creative Arts

Module 4

101586.1	Primary English and Literacy 2
101286.1	Inclusive Teaching for Effective Learning
101587.1	Teaching in New Times
101288.1	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
101286.1	Inclusive Teaching for Effective Learning
101587.1	Teaching in New Times
101288.1	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**

101613.1	Educational Psychology for Primary Teaching
101576.1	Primary Personal Development, Health & Physical Education (PDHPE)
101577.1	Classrooms Without Borders
101578.1	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
101286.1	Inclusive Teaching for Effective Learning
101587.1	Teaching in New Times
101288.1	Professional Practice II: Engaging in the Profession

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

- 101613.1** Educational Psychology for Primary Teaching
101576.1 Primary Personal Development, Health & Physical Education (PDHPE)
101577.1 Classrooms Without Borders
101578.1 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
101286.1 Inclusive Teaching for Effective Learning
101587.1 Teaching in New Times
101288.1 Professional Practice II: Engaging in the Profession

Master of Teaching (Primary) Advanced**1605.1**

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 2005 or later.

The Master of Teaching (Primary) Advanced is a graduate entry teacher education program that provides professional teaching qualifications for students possessing appropriate bachelors degrees. The course prepares graduates to work in a diverse range of primary settings in NSW and beyond, and in other educational fields. The Master of Teaching Primary (Advanced) provides further professional experience than the Master of Teaching, as well as opportunities to complete in-depth studies in areas of professional interest. The Master of Teaching (Primary) Advanced enables graduates to meet two-year teacher education requirements and five-year teacher qualification salary status.

Study Mode

Two years full-time or one and a half years accelerated.

Admission

Applicants must have successfully completed an undergraduate degree in any discipline with appropriate qualifications for primary teaching.

Additional Information for Applicants

The appropriateness of the studies taken in the first degree must be consistent with the qualifications standards set by the NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Primary School.

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.

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 160 credit points including the units listed in the recommended sequence below.

Students will have an option for exiting at two earlier points.

Recommended Sequence**Accelerated Full-time mode (1.5 years)****Year 1****Session 1H**

- 101282.1** Becoming a Teacher
101287.1 Educational Psychology for Primary Teaching
101289.2 Professional Practice I
101285.1 English and Literacy in the K-6 Years
101290.1 Investigating Primary Mathematics
101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Session 2H

- 101293.1** Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology
101284.1 Curriculum in Practice
101288.1 Professional Practice II: Engaging in the Profession
101283.1 Communities and Primary Schools
101286.1 Inclusive Teaching for Effective Learning
101291.1 New Knowledge, New Learning

At this point, students can exit with a Master of Teaching (Primary) - 120 credit points.

Year 2

Session 1H

- 101031.1** Evidence-Based Practice in Education
101061.1 Professional Residency

Full-time mode (2 years)

Year 1

Session 1H

- 101287.1** Educational Psychology for Primary Teaching
101285.1 English and Literacy in the K-6 Years
101290.1 Investigating Primary Mathematics
101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Session 2H

- 101289.2** Professional Practice I
101282.1 Becoming a Teacher
101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology
101284.1 Curriculum in Practice

Year 2

Session 1H

- 101288.1** Professional Practice II: Engaging in the Profession
101283.1 Communities and Primary Schools
101286.1 Inclusive Teaching for Effective Learning
101291.1 New Knowledge, New Learning

At this point, students can exit with a Master of Teaching (Primary) - 120 credit points.

Session 2H

- 101031.1** Evidence-Based Practice in Education
101061.1 Professional Residency

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.

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 (8 units) from the following list of units

- 101613.1** Educational Psychology for Primary Teaching
101576.1 Primary Personal Development, Health & Physical Education (PDHPE)
101577.1 Classrooms Without Borders
101578.1 Education, Knowledge, Society and Change
101579.1 Primary English and Literacy 1
101580.1 Primary Mathematics and Numeracy 1
101581.1 Learning for Teaching
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
101586.1 Primary English and Literacy 2
101286.1 Inclusive Teaching for Effective Learning
101587.1 Teaching in New Times
101289.2 Professional Practice I
101288.1 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.

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).

Applicants whose first degree was undertaken in a country where English is not the common spoken language, will need to demonstrate a minimum score of 7 IELTS (or equivalent TOEFL score) with a minimum of 6.5 on all subtests.

Applicants who have been required to undertake the IELTS before application to the degree also will be required to undertake a further test of academic writing and speaking skills prior to being placed in a professional setting for practice teaching. Teacher education students who do not meet requirements of the written and spoken language tests cannot expect to complete the course in the "accelerated" (12 months) mode.

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.

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.

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

101639.1 Introduction to Teaching and Learning
101398.1 Secondary Method 1A

101399.1 Secondary Method 1B
101074.1 Professional Experience 1

Semester 2

101640.1 Pedagogies in Practice
101401.1 Secondary Method 2A
101402.1 Secondary Method 2B
100978.1 Professional Experience II

Semester 3

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

Accelerated Full-time mode (1 year)

Year 1

Semester 1

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

Choose two of

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

Semester 2

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

Choose one of

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

Mid Year Intake

Full-time mode (1.5 years)

Year 1

Semester 1

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

Semester 2

101640.1 Pedagogies in Practice
101398.1 Secondary Method 1A
101399.1 Secondary Method 1B
100978.1 Professional Experience II

Semester 3

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

Accelerated Full-time mode (1 year)**Year 1****Semester 1**

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

Choose two of

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

Semester 2

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

Choose one of

100984.1	Inclusive Education: Principles and Practices
101642.1	Positive Learning Environments
101641.1	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.

Master of Teaching (Secondary) Advanced**1606.1**

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 Master of Teaching (Secondary) Advanced is a recognised beginning teaching qualification for secondary teachers. It combines on-campus studies with in-school and other field experiences as professional preparation for effective teaching. The course is end-on to an appropriate Bachelor's degree. It can be taken either over two years or, in accelerated mode, in 18 months.

Study Mode

Available in accelerated mode of eighteen months, two years full-time or four years part-time.

Admission

Applicants must have successfully completed an undergraduate degree in any discipline with appropriate qualifications for secondary teaching.

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.

Additional Information for Applicants:

The appropriateness of the studies taken in the first degree must be consistent with the qualifications standards set by the NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Secondary School.

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.

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

100972.2	Pedagogies for Learning
101074.1	Professional Experience 1
101398.1	Secondary Method 1A
101399.1	Secondary Method 1B

Choose two of

100979.1	Diversity, Social Justice and Schooling
100984.1	Inclusive Education: Principles and Practices
101396.1	Literacies for Learning
101397.1	Psychology for Teaching

Session 2H

100978.1	Professional Experience II
101075.1	Professional Experience III
101401.1	Secondary Method 2A
101402.1	Secondary Method 2B

Choose the remaining two of

100979.1	Diversity, Social Justice and Schooling
100984.1	Inclusive Education: Principles and Practices
101396.1	Literacies for Learning

101397.1 Psychology for Teaching

Exit point for Master of Teaching (Secondary) - 120 credit points

Year 2**Session 1H**

- 101031.1** Evidence-Based Practice in Education
101061.1 Professional Residency

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

- 100972.2** Pedagogies for Learning
101074.1 Professional Experience 1
101398.1 Secondary Method 1A
101399.1 Secondary Method 1B

Session 2H

- 100978.1** Professional Experience II
101401.1 Secondary Method 2A
101402.1 Secondary Method 2B

Choose one of

- 100979.1** Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching

Year 2**Session 1H**

- 101075.1** Professional Experience III

Choose the remaining three of

- 100979.1** Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching

Exit point for Master of Teaching (Secondary) - 120 points

Session 2H

- 101031.1** Evidence-Based Practice in Education
101061.1 Professional Residency

Students may exit with a Diploma in Education Studies after completion of the appropriate units for that degree. The Diploma in Education Studies is not a teaching qualification.

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 18 months standard full-time progression.

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

Campus	Attendance	Mode
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**

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

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

Spring session

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

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

101633.1	Managing Cities: History and Theory
101635.1	Urban Planning Placement Project

Spring session

- 101636.1** Developing Sustainable Places
101634.1 Planning and Environmental Regulation

Year 2**Autumn session**

- 101314.2** Urban Management Practice: Governance and Power in the City

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

Spring session

- 101315.2** Financing Cities in the Global Economy
101637.1 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

1676.1

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.

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

Choose two of

- 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

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
101635.1 Urban Planning Placement Project

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
101635.1 Urban Planning Placement Project

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

Master of Arts (Research Studies)/PhD**1687.1**

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

Admission

This course is only available to International students. Please contact the Head of Program for further information

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 of 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

- 400485.1** Integrating Arts and Therapy
A7444.1 Language and Linguistics Research Methods

Research Training component - 40 credit points

- 400421.1** Research Methods for Humanities and Social Sciences
101297.1 Languages and Linguistics Special Project
400586.1 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)

- 100721.1** Contexts of TESOL
100919.1 Investigating Second Language Acquisition
101695.1 Introduction to Interpreting PG
101696.1 Introduction to Translation PG
100925.1 Literary Translation
400417.1 Epidemiology and Quantitative Methods
101697.1 TESOL Methodology and Curricula

(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.

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 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.

100472.1 Advanced Research Design

Credit Points 10 **Level** 7

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit is a companion to the year-long research project and thesis. It aims to equip students with a detailed appreciation of research possibilities and procedures and guides the development of their research projects. Only some students enrolling for this degree program have completed an honours year and for many this is their first experience of independent research. Assuming that students' well-known fear of research methods is an artefact of their being overwhelmed by their computational inadequacies, this is a non-statistical introduction to research design, which proceeds from the elementary to the sophisticated in one session.

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.

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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

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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.

101239.1 Applied Research Project

Credit Points 30 **Level** 7

Equivalent Units

100474 - Applied Research Project and Thesis

Special Requirements

Foundational knowledge in clinical psychology practice is required prior to completion of this unit. Since this unit focuses on knowledge and skill development specific to the practice of professional psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical Psychology), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic Psychology).

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The Applied Research Project requires one year of supervised study that has theoretical and/or practical relevance to the student's disciplinary specialisation. The research project will make some original contribution to the field, and be the student's own work, with due acknowledgement of any sources that are drawn upon. Students will work in small groups with an appointed supervisor. The project is to be reported in the form of a research report of approximately 10,000 words. To

acknowledge the importance of the research project and report it will be numerically graded.

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

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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

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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.

101282.1 Becoming a Teacher

Credit Points 10 **Level** 7

Equivalent Units

100189 - Understanding Learning and Teaching

Incompatible Units

100972 - Pedagogies for Learning

Special Requirements

This unit is available to Education students only as there is a professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University. Completion of Prohibited Persons Declaration Form.

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In 2010 this unit replaced by 101581 - Learning for Teaching. The insights, understandings, competencies and practical skills required of teachers are many and complex. This unit examines the theory and practice of teaching to begin each student's preparation for working within the community partnerships that the role requires. It investigates the art and the craft of teaching and the interactions between these personal and professional perspectives. Students will critically examine current teaching and learning practices and develop skills in implementing classroom strategies appropriate to primary school students' curriculum needs. They will use information technologies to personally document evidence of their developing philosophies and proficiencies.

101028.1 Behaviour Management

Credit Points 10 **Level** 7

Equivalent Units

100337 - Proactive Approaches to Understanding and Managing Challenging Behaviour

Special Requirements

All students must complete a Prohibited Employment Declaration.

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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.

101684.1 Brain and Behaviour

Credit Points 10 **Level** 2

Equivalent Units

101187 - Biology for Psychology

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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.

101210.1 Child Clinical Psychology

Credit Points 10 **Level** 7

Equivalent Units

100467 - Clinical Problems in Children and Adolescents

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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. Students must have submitted a Prohibited Employment Declaration prior to enrolling in this unit. Students must also attend an approved child protection workshop as part of this unit's requirements.

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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.

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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.

101577.1 Classrooms Without Borders

Credit Points 10 **Level** 7

Equivalent Units

101116 - Issues in Aboriginal Education

Special Requirements

Successful completion of 60 credit points at Level 1.

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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.

101218.1 Clinical and Forensic Neuropsychology

Credit Points 10 **Level** 7

Equivalent Units

B7636 - Clinical Neuropsychology

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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 and forensic psychologists. The functional neuroanatomy of the brain will be discussed, and 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 and forensic 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 forensic neuropsychological practice will be discussed.

101220.1 Clinical Health Psychology

Credit Points 10 **Level** 7

Prerequisite

101213.1 Psychological Interventions 1

Equivalent Units

B7635 - Clinical Health

Special Requirements

Foundational knowledge in clinical psychology practice is required prior to completion of this unit. Since this unit focuses on knowledge and skill development specific to the practice of professional psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical Psychology), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic Psychology).

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As the unit focuses on professional practice issues for psychologists, entry is restricted to students enrolled in the Professional Practice Masters programs within the School of Psychology. A clinical health psychologist combines "... clinical psychology with its focus on the assessment and treatment of individuals in distress ... and the content field of health psychology" (Belar and Deardorff, 1995). The aim of clinical health psychology practitioners is to develop intervention strategies for the management of physical disorders and for the enhancement of the quality of life of patients. The practice of this branch of clinical psychology requires an understanding of the biological and psychological characteristics of patients, their symptoms, the medical interventions they encounter, and the appropriate psychological interventions.

101693.1 Clinical Psychology Research Seminar

Credit Points 10 **Level** 7

Corequisite

101239.1 Applied Research Project

Special Requirements

This unit focuses on clinical psychological research and is only available to students enrolled in the Master of Psychology (Clinical) program.

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The primary purpose of this unit is to engage students and staff in a peer-review process of ongoing research within the post graduate professional programs. The unit will consist of students presenting research studies currently being undertaken as part of their Master of Psychology Degree, and staff presenting ongoing research projects. The presentation will consist of the relevant literature review, justification of the study, hypotheses, intended or implemented methodology, and if appropriate, results and

trends. Presentation before peers and staff will allow for the critical review of the research, and provide an opportunity for valuable input from all participants.

101212.1 Clinical Psychopathology

Credit Points 10 **Level** 7

Equivalent Units

100466 - Advanced Psychopathology

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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.

101508.1 Clinical Studies

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

Equivalent Units

400489 - Clinical Studies in Art Therapy 2, 400399 - Field Placement Learning (Applied Counselling), 400085 - Workbased Learning (Applied Counselling).

Special Requirements

Additional pre-requisites for Master of Art Therapy students: 101303 - Art Therapy: Histories, theories, Groups and 101304 - Art Therapy: Application to Client Groups. This unit is a specifically designed unit within the art therapy and counselling clinical training programs. It is only available to students who have been accepted for these courses of study. Criminal records and prohibited checks are done on enrolment to Master of Art Therapy and Graduate Diploma in Counselling.

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This unit aims to develop clinical practice skills: in Art Therapy for Master of Art Therapy students and in Counselling for Graduate Diploma in Counselling students. It will involve preparation for the field placements and group supervision of casework and issues arising from the placements. The unit involves a clinical placement working under the guidance of a clinical supervisor from the professional background of the students under supervision. Master of Art Therapy students will undertake 375 hours of placement ie 50% of the hours required for registration with the professional association. Counselling students will undertake 150 placement hours.

101215.1 Cognitive Behaviour Therapy: Theory and Practice

Credit Points 10 **Level** 7

Prerequisite

101207.1 Psychological Assessment 1 AND **101212.1** Clinical Psychopathology AND **101209.1** Core Skills: Counselling and Ethical Practice AND **101213.1** Psychological Interventions 1

Incompatible Units

100459 - Core Skills and Ethical Practice

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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 for specific psychological disorders and selected client populations. 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.

101677.1 Cognitive Processes

Credit Points 10 **Level** 3

Prerequisite

101183.1 Psychology: Behavioural Science

Corequisite

100013.1 Experimental Design and Analysis

Equivalent Units

100016 - Human Learning and Cognition

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.

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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.

101283.1 Communities and Primary Schools

Credit Points 10 **Level** 7

Equivalent Units

100185 - Teaching & Learning in Diverse Communities

Incompatible Units

100979 - Diversity, Social Justice and Schooling

Special Requirements

All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

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In 2010 this unit replaced by 101578 - Education, Knowledge, Society and Change. This unit is designed to build on students' sociological understandings of primary schooling. The unit builds on experiential, theoretical and curriculum knowledge developed in the course. Primary schools have a long tradition of working with communities at the 'chalkface' of social change. Such relationships are complex, evolving and spatially/temporally different because of a local/global sense of place and the socio-political context. Possibilities for promoting socially just practices for different communities are therefore contingent upon a range of strategies for inclusion. This unit examines theoretical frameworks that can assist in understanding the complexities of these processes.

100924.1 Community Translation

Credit Points 10 **Level** 7

Equivalent Units

A7462 - Community Translation

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This unit aims to develop skills in translation from and into English in a number of specialised fields: medical documents; technical papers; legal documents; advertising material; journal articles. The aim of the unit is for students to develop skills in producing target texts in styles appropriate to the source text content and function, researching and developing appropriate specialist terminology, editing and revising, and producing camera-ready documents. The unit will be available, depending on sufficient demand, for Arabic, Japanese, Mandarin, Spanish and Vietnamese.

100923.1 Conference Interpreting

Credit Points 10 **Level** 7

Equivalent Units

A7461 - Conference Interpreting

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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.

101627.1 Connecting Communities in Early Childhood Education

Credit Points 10 **Level** 7

Assumed Knowledge

Assumed knowledge of early childhood contexts as sites of learning and social and cultural capacity building.

Special Requirements

Only for Education students. Must have completed 60 credit points. Students in this unit undertake a placement in a children's service. Students will be required to complete a prohibited persons declaration and be trained in child protection.

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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, 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.

100721.1 Contexts of TESOL

Credit Points 10 **Level** 7

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This unit introduces students to the field of TESOL and to some of the social and academic contexts which influence it - adult education, linguistics, cultural and migration factors, curriculum studies. It provides students with some insight into the key issues in these fields which impact on the teaching and learning of English as a second or other language.

101426.1 Convergent Media Internship

Credit Points 10 **Level** 7

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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.

101209.1 Core Skills: Counselling and Ethical Practice

Credit Points 10 **Level** 7

Equivalent Units

100459 - Core Skills and Ethical Practice

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

.....

This unit develops basic counselling skills and ethically oriented practice in practising and research psychologists. It reviews the theoretical underpinnings of counselling practice and provides training in fundamental counselling skills of attending and listening. Ethical practice is grounded in a study of moral philosophy, sequential decision making, and relevant Codes of Ethics of the Australian Psychological Society and NSW Registration Board. The unit considers major practice problems faced by practitioners and researchers and modes of resolutions acceptable within the profession.

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.

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This unit 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 asked to consider how each of the major theoretical approaches to counselling and psychotherapy would conceptualise this stage of the relationship and the skills associated with it.

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

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.

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This unit 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/therapy relationship, such as confrontation and immediacy (here-and-now intervention). Continued skills practice in triads is required, plus continuing membership in the 'Here and Now' group initiated in 101328 - Skills in Counselling I. Group work in this unit will be more challenging, inviting deeper levels of vulnerability and greater openness to giving and receiving honest feedback. Assessment tasks will require analysis of group process and of students' own counselling skills over 6-8 counselling sessions with an undergraduate volunteer client. Theoretical perspectives will include concepts of problem-formation and change facilitation across the major paradigms; the significance of the therapeutic relationship across the major paradigms ('here and now' intervention vs 'there and soon' intervention); 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.

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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.

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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

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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.

101444.2 Creative Music Therapy Practicum 2

Credit Points 20 **Level** 7

Prerequisite

101446.2 Music Therapy Skills 2

Corequisite

100914.2 Music Therapy Theory and Practice 2

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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 and independently within a multidisciplinary team.

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.

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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) and 1631 Graduate Diploma in Educational Studies (Early Childhood) as well as 1673 Master of Teaching (Birth-12 years) and 1672 Master of Teaching (Birth - 5 Years). 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.

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This unit examines the role of families and communities in children's learning and emphasises 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 while also identifying any areas where children may require additional assistance. Curriculum for under threes also includes consideration of health and safety requirements, 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

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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.

101284.1 Curriculum in Practice

Credit Points 10 **Level** 7

Assumed Knowledge

An understanding of a primary school context.

Prerequisite

101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Special Requirements

This unit is available to Education students only as there is a professional experience component and a prerequisite. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

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In 2010 this unit replaced by 101576 - Primary Personal Development, Health & Physical Education (PDHPE). Primary teachers need in-depth understanding of the curriculum that they will be implementing. This unit provides on-site learning opportunities in which student teachers explore a key learning area in depth. Students work in a collaborative relationship involving an educational community and the university to develop and implement a project that strengthens their understanding of a key learning area and benefits the context in which they worked.

101636.1 Developing Sustainable Places

Credit Points 10 **Level** 7

Equivalent Units

101345 - Land Use Strategy Design, 101311 - Urban Challenges: Developing Sustainable Places

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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.

101682.1 Developmental Psychology

Credit Points 10 **Level** 3

Special Requirements

Students will be required to complete a Prohibited Employment Declaration form.

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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 individual's 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

This unit is restricted to students 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.

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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. Prohibited Employment declaration and completion of child protection requirements.

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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.

100979.1 Diversity, Social Justice and Schooling

Credit Points 10 **Level** 7

In 2010 this unit replaced by 101641 - Diversity, Social Justice and Equity. This unit examines socio-cultural and political aspects of teachers' work, teacher's subjectivity, the curriculum, learning and schooling generally, and their intersections with inequality, diversity and difference. Of particular importance is the need to understand socio-cultural diversity and its manifestations and influences on schooling experiences, and to deconstruct its relationship to broader social discourses and ideologies. The unit provides understanding of the theory and practice of working with diverse communities and aims to develop critical reflexive practitioners, actively facilitating educational transformation through socially just pedagogies and practices.

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 complete 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.

101108.1 Early Childhood Professional Experience 2

Credit Points 10 **Level** 7

Assumed Knowledge

This unit draws on knowledge of other units being studied in previous and current semesters.

Prerequisite

101107.1 Early Childhood Professional Experience 1

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). Students must have completed Child Protection training and signed a Prohibited Employment Declaration (PED).

In this unit students will interact with either children three to five or five to eight years of age, with the staff who work with them in centres or schools, and with children's families. Students will apply emerging and developing knowledge about their own professional growth, and children and families to a range of approaches to curriculum with a particular focus on preschoolers and children in the early years of school. Students are expected to apply strategies for connecting curriculum to children's social worlds and for facilitating in-depth investigations and critical thinking. They will focus on the development of their own communication skills and understandings of the role of the ethical early childhood educator to apply and refine strategies for organising the total learning environment in ways that cater for diverse interests, abilities and backgrounds. They will assist in the day to day running of programs for children, focusing on either the 3-5 age group or the 5-8 age group. Students will focus some planning on the personal development, health and physical education, maths, science and technology, prosocial behaviours and transition to school programs.

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 complete 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

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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

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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

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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

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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.

101578.1 Education, Knowledge, Society and Change

Credit Points 10 **Level** 7

Equivalent Units

101283 - Communities and Primary Schools, 100185 - Teaching and Learning in Diverse Communities

Special Requirements

Successful completion of 60 credit points at Level 1.

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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.

101613.1 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

Successful completion of 60 credit points at Level 1.

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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.

101287.1 Educational Psychology for Primary Teaching

Credit Points 10 **Level** 7

Equivalent Units

100184 - Psychology for Teaching

Special Requirements

This unit is available to Education students only as there is a professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

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In 2010 this unit replaced by 101613 - Educational Psychology for Primary Teaching. This unit introduces students to a number of the key theoretical perspectives and issues in relation to Education Psychology for Primary Teaching. These include psychological and sociological theories and the implications for learning and pedagogies for social access. The unit operates as two strands and critically addresses public debates related to equity, inclusion and cultural diversity in the context of global change. The unit examines the social construction of childhood and theories of child development that shape our understandings of teaching. The frameworks developed in this unit will inform critical understandings and practices oriented towards inclusion and professional responsiveness.

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

This unit is restricted to students enrolled in courses 1502 Postgraduate Diploma of Psychology or 1500 Bachelor of Psychology Specialist year of study.

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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

This unit is restricted to students enrolled in courses 1502 - Postgraduate Diploma of Psychology or 1500 - Bachelor of Psychology Specialist Study.

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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 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).

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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. They 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.

101285.1 English and Literacy in the K-6 Years

Credit Points 10 **Level** 7

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In 2010 this unit replaced by 101579 - Primary English and Literacy 1. 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 literacy environments. It will examine the processes involved in the teaching of listening, speaking, reading and writing with a focus on the structure and grammar in a range of factual and literary multimodal texts.

101653.1 Environmental Education and Advocacy

Credit Points 10 **Level** 7

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'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.

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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

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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.

101031.1 Evidence-Based Practice in Education

Credit Points 20 **Level** 7

Assumed Knowledge

An undergraduate degree.

Special Requirements

Students need to have had a Child Protection and Prohibited Persons Clearance prior to starting this unit.

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This unit is designed to enable students to engage in evidence-based practice in their area of interest or specialisation. Students will develop skills in analysing, critiquing, and synthesising the education literature in an area of their choosing. Their evaluation of the available research evidence will then form the basis for their

undertaking a self-directed project (eg. Action research; evaluation of teaching/learning approach; development of teaching/learning project) which addresses an issue of relevance to their practice.

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.

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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

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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.

101103.1 Fostering Creativity in Children's Learning

Credit Points 10 **Level** 7

Equivalent Units

100302 - Creative Arts in Early Childhood

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.

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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 (birth to five years) and school contexts (five to 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 years and as creative arts in their own right.

100722.1 Functional Grammar

Credit Points 10 **Level** 7

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This unit explores systemic functional grammar which relates language to its use in cultural and social contexts. This model of language is used in a wide variety of fields - teaching in school subject areas, teaching ESL, languages other than English and literacy, researching language in a range of settings. Students will explore functional grammar through texts from a range of social contexts.

101509.1 Further Clinical Studies

Credit Points 20 **Level** 7

Prerequisite

101508.1 Clinical Studies

Equivalent Units

400490 - Clinical Studies in Art Therapy 3, 400399 - Field Placement Learning (Applied Counselling), 400085 - Workbased Learning (Applied Counselling).

Special Requirements

This is a specifically designated unit within the Clinical Masters training program. It is only available to students who have been accepted for this course of study. Criminal records and prohibited persons checks are done on enrolment to Master of Art Therapy and Graduate Diploma in Counselling.

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This unit aims to develop clinical practice skills to the level required for professional registration. The unit involves 375 hours of clinical placement [Art Therapy students] and 150 hours [Counselling students] 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

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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

Education students only – students are required to complete visits to an early childhood setting and must have completed child protection training prior to placement .

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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.

101676.1 Human Learning

Credit Points 10 **Level** 2

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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.

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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.

101672.1 Inclusion In Practice

Credit Points 10 **Level** 7

Equivalent Units

101027 - Teaching and Learning in Special Education,
101029 - Collaborative Practice

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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

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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

Special Requirements

Successful completion of 60 credit points.

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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.

101286.1 Inclusive Teaching for Effective Learning

Credit Points 10 **Level** 7

Equivalent Units

100172 - Inclusive Education Practices

Special Requirements

All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

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Effective and inclusive teaching requires knowledge of how students learn as well as proficiency in applying appropriately tailored teaching strategies to cater for 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

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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

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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.

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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.

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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.

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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.

400485.1 Integrating Arts and Therapy

Credit Points 10 **Level** 7

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Through this unit students are provided with an opportunity to acquire the relevant level of critical reflection to integrate knowledge of the creative expressive arts and the areas of therapeutic theory and practice. Specific learning objectives and associated topics will be developed in consultation with an Academic Supervisor.

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

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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 OR **100922.1** Medical Interpreting (PG) OR **100924.1** Community Translation

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. Prohibited Employment declaration 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 Interpreting. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin and Spanish.

101290.1 Investigating Primary Mathematics

Credit Points 10 **Level** 7

Assumed Knowledge

A demonstrated knowledge of basic mathematics.

Equivalent Units

100186 - Understanding Curriculum 1: Mathematics, Science and Technology

Special Requirements

This unit is only available to students enrolled in course 1608 Master of Teaching (Primary). Requirement of 2 Unit Mathematics at HSC. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

In 2010 this unit replaced by 101580 - Primary Mathematics and Numeracy 1. 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 in the K-6 school years so that these students can show their full potential as mathematics learners. The unit will study the NSW K-6 Mathematics 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 ideas.

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

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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.

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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.

A7444.1 Language and Linguistics Research Methods

Credit Points 10 **Level** 7

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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.

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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

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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

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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

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This unit aims to equip students to perform adequately as legal interpreters by providing them with the relevant theoretical and practical training.

101396.1 Literacies for Learning

Credit Points 10 **Level** 7

Special Requirements

This is a core unit and 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.

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In 2010 this unit replaced by 101640 - Pedagogies in Practice. The focus of this unit is to enable the student teacher to investigate the central role language plays in learning and to consider how literacy perspectives in teaching can enhance specific subject learning. Particular emphasis will be placed on the need for all subject teachers to see themselves as teachers of the "literacies" of their subject. It is crucial that secondary teachers have a thorough understanding of the specific literacy demands inherent in their various subject disciplines. Failure on a secondary school teacher's part to adopt a literacy perspective as part of their teaching repertoire will result in a curriculum that does not provide access for all students. Fundamentally then, literacy education addresses the equity issue of every student's right to a full and rewarding school education. This unit is designed to develop and extend student teachers' understanding of how to address literacy issues as they arise in the secondary school classroom.

101106.1 Literacy 0-8

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).

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 of literacy learning which incorporates listening, speaking, reading, writing, spelling, drawing, visual literacy and critical literacy as it occurs in children's daily lives in diverse contexts. It is important to consider the language and literacy learning process for second as well as first English language users. The unit also focuses on the role of early childhood educators in supporting young children's literacy in settings and schools by recognizing the value of home literacies and by the establishment of environments reflecting a range of literacy practices and artefacts.

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 Prohibited Employment declaration. Successful completion of 60 credit points for undergraduate students in course 1670 - Bachelor of Education (Birth - 5 Years).

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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

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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.

101425.1 Live Links: Scripting, Interviewing and Presenting

Credit Points 10 **Level** 7

Assumed Knowledge

Basic operational knowledge of basic video camera use and basic non-linear editing technique, and moderate computer literacy. Basic knowledge of news gathering and journalistic writing style. Knowledge of ethical requirements of journalists.

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In 2010 this unit replaced by 101743 - Mobile Media. This unit is designed to introduce students to the basics of reporting for television news and information programs. Students will analyse the kinds of stories commonly covered by television news and information programs and undertake their own projects. Students will also analyse the construction and function of television news and information programs within the broader media environment. Students will prepare prepackaged material and also present reports or 'location hostings' from outside the studio to be linked back to central control.

101630.1 Managing Child and Family Services

Credit Points 10 **Level** 7

Equivalent Units

101101 - Children's Services: Management and Administration

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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

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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.

101240.2 Master of Psychology Placement 4

Credit Points 0 **Level** 7

Special Requirements

Students must be enrolled in course 1546 Master of Psychology (Clinical) and must also meet the special requirements as those stipulated by NSW Health and NSW Psychologists Registration Board. At present, these include: Criminal Record Check (CRC); Prohibited Employment Declaration (PED); Child Protection Training; Conditional Registration with the NSW Psychologists Registration Board.

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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% attendance in accordance with the Learning Contract is required. This final placement unit is designed to allow Master of Psychology (Clinical) students to expand their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

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.

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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.

101422.1 Media Contexts: Audience and Trends

Credit Points 10 **Level** 7

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The introduction of broadband, internet and mobile media have transformed audiences from passive consumers to

creative consumer/producers of media content. They have enriched the media experiences of audiences by facilitating the creative use of collective intelligence and social networking while increasing levels of surveillance and diminishing personal privacy. This unit explores the uneasy fit between creative and mobile audiences, new media arts practice, global commercial significance of media arts and new media audiences today in terms of the theoretical and policy issues, and interrogates questions raised by increased access and mobility. It includes case studies of existing and emerging new media forms such as those found at YouTube, MySpace, Flickr and other mass user sites and examines the social impact and ethical issues raised by these developments. The unit is organized into three modules: Global Media Trends; The Network Society; and Key Policy Debates.

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

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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

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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.

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.

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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.

101678.1 Motivation and Emotion

Credit Points 10 **Level** 3

Prerequisite

101184.1 Psychology: Human Behaviour AND **101183.1** Psychology: Behavioural Science

Corequisite

100013.1 Experimental Design and Analysis

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.

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The study of motivation and emotion is an attempt to understand why a person engages in certain actions and why he/she has certain feelings and thoughts. This unit involves an examination of the major concepts and theories of motivation and emotion, as well as a survey of contemporary experimental directions in the field. Emphasis is placed on a critical understanding of the relevant research and its implications for the practice of psychology.

101671.1 Multiliteracies and Additional Needs

Credit Points 10 **Level** 7

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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)

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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.

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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

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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).

101446.2 Music Therapy Skills 2

Credit Points 20 **Level** 7

Corequisite

100911.2 Music Therapy Professional Practice

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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

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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.

100914.2 Music Therapy Theory and Practice 2

Credit Points 10 **Level** 7

Prerequisite

100911.2 Music Therapy Professional Practice

Corequisite

101444.2 Creative Music Therapy Practicum 2

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The unit continues the skill mastery and the ability of students to draw on concurrent clinical work with adult clients in different clinical situations including psychiatry, palliative care and aged care. Research methodologies relevant to these particular clinical areas are introduced. Explored are also theories of stress, grief and loss.

101291.1 New Knowledge, New Learning

Credit Points 10 **Level** 7

Corequisite

101288.1 Professional Practice II: Engaging in the Profession

Equivalent Units

100183 - Programming and Assessment for Learning

Special Requirements

This unit has a co-requisite practicum unit that has to be completed for the assessment items so can only be available for Master of Teaching students as a core. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

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In 2010 this unit replaced by 101587 - Teaching in New Times. 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.

100972.2 Pedagogies for Learning

Credit Points 10 **Level** 7

Special Requirements

This is a core unit and 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.

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In 2010 this unit replaced by 101639 - Introduction to Teaching and Learning. The understandings, competencies and practical skills required of a teacher are many and

complex. This unit provides opportunities for students to develop understandings of the nature of teaching and learning and its effect on school-aged learners. Students are encouraged to critically reflect upon their initial views of teaching and to develop these on the basis of this unit and other related curriculum and foundation units. As well as examining holistic and contextual factors that influence the practice of teaching and student learning, this unit examines various discrete teaching skills that will help students develop their personal classroom practice. Opportunities to develop a personal philosophy of teaching which values the individuality, diversity and emerging maturity of school-age learners are provided. Fundamental to the rationale of this unit is that students will begin to develop a sense of teaching as a profession and a personal philosophy of teaching through reflecting on their practice in schools.

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. Prohibited Employment declaration and completion of Child Protection requirements.

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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.

101680.1 Perception

Credit Points 10 **Level** 2

Prerequisite

101183.1 Psychology: Behavioural Science

Corequisite

100013.1 Experimental Design and Analysis AND

101684.1 Brain and Behaviour

Equivalent Units

100022 - Biological Psychology and Perceptual Processes

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.

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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.

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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

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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.

101647.1 Play Development and Learning

Credit Points 10 **Level** 7

Special Requirements

Successful completion of 60 credit points and must have completed Child Protection training.

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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 0-8 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.

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 submitted a Prohibited Employment Declaration prior to enrolling in this unit.

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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.

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

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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.

101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Credit Points 10 **Level** 7

Special Requirements

This unit is available to Education students only as there is a professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University. Prohibited Employment Declaration Form must be completed.

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In 2010, this unit will be replaced by 101583 - Primary Science & Technology. Primary teachers need understanding of the curriculum that they will be implementing. This unit provides opportunities for gaining familiarity with and developing initial knowledge and skills to implement the NSW K-6 syllabuses in the Creative Arts, Human Society and Its Environment, Personal Development, Health and Physical Education, and Science and Technology key learning areas. Students will explore the theoretical underpinnings, content, and pedagogies for effective teaching of these key learning areas. Students will also explore the curriculum requirements of the mandatory Aboriginal Education Policy.

101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology

Credit Points 10 **Level** 7

Prerequisite

101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Special Requirements

This unit is available to Education students only as there is a professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

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In 2010 this unit replaced by 101585 - Primary Creative Arts. This unit extends on Primary Curriculum 1 and students' curriculum experiences in schools. Students explore the content and pedagogies of Creative Arts, Human Society and Its Environment, Personal Development, Health and Physical Education, and Science and Technology key learning areas in more depth. Students explore features of quality teaching and student engagement in each of these areas.

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

Prohibited Employment Declaration and completion of child protection requirements.

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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.

Special Requirements

Prohibited Employment Declaration and completion of child protection requirements.

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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

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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

Prohibited Employment Declaration and completion of Child Protection requirements.

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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

Prohibited Employment Declaration and completion of child protection requirements.

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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.

101576.1 Primary Personal Development, Health & Physical Education (PDHPE)

Credit Points 10 **Level** 7

Equivalent Units

100735 - Curriculum Studies 4: Personal Development, Health & Physical Education (AREP), 101284 - Curriculum in Practice

Special Requirements

Successful completion of 60 credit points at Level 1.

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This unit focuses on the learning area of Personal Development, Health and Physical Education in primary schools. Through an examination of theories, movement, health and well-being practices, syllabus, modules and support documents, students will develop the necessary skills to plan, teach and manage personal development, health and physical education learning in primary schools, within the contexts of health promoting schools and communities. Students will also develop their personal skills and confidence in movement, health and well-being.

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. Students must have successfully completed an approved Child Protection workshop and submitted a Prohibited Employment Declaration prior to enrolling in this unit.

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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

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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.

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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

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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.

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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.

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.

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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.

101288.1 Professional Practice II: Engaging in the Profession

Credit Points 10 **Level** 7

Prerequisite

101289.1 Professional Practice I

Equivalent Units

100180 - Contextual and Professional Studies

Incompatible Units

100978 - Professional Experience II

Special Requirements

This unit is available to Education students only because of the professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

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Students need to have a variety of experiences that are set in the context of their future profession. Through these experiences students will be prepared by exploring issues involved in understanding the needs of learners within specific school and classroom contexts, and then supporting them in designing and teaching experiences to cater for these learners in a way that will enhance student engagement and learning outcomes. This unit also gives students opportunity to reflect on the processes involved, and refine their competencies as beginning teachers. The unit includes a final practicum experience that will show the interrelationship between theory and practice as well as enabling 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.

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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.

101061.1 Professional Residency

Credit Points 20 **Level** 7

Assumed Knowledge

Completion of 120 credit points of study in the Master of Teaching (Primary) - Advanced. Completion of 120 credit points of study in the Master of Teaching (Secondary) - Advanced

Corequisite

101031.1 Evidence-Based Practice in Education

Special Requirements

Students must have successfully completed an approved Child Protection workshop and submitted a Prohibited Employment Declaration prior to enrolling in this unit.

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Teacher education students need to have a variety of experiences that are set in the context of their future profession. This unit bridges preservice teacher education and induction into the teaching profession. As a professional residency, this unit gives students the opportunity to undertake specialised practice with the guidance and support of experienced teaching practitioners.

101105.1 Prosocial Learning Environments

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).

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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.

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.

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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.

101207.1 Psychological Assessment 1

Credit Points 10 Level 7

Equivalent Units

B7621 - Psychological Measurement

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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.

101213.1 Psychological Interventions 1

Credit Points 10 Level 7

Equivalent Units

B7637 - Psychological Interventions 1

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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This unit acquaints students with the use of the experimental and clinical psychological literature to develop a critical empiricist perspective on the use of therapeutic interventions. The unit begins with an overview of clinical psychology practice models and a critique of the effectiveness of psychotherapy. It proceeds to introduce students to the major paradigms of psychotherapeutic intervention and presents a critical review of psychological interventions for the major psychological disorders. Students will be encouraged to critically consider the application of therapeutic interventions and in particular to develop an awareness of the broader person and ecological issues in the psychotherapeutic process.

101214.1 Psychological Interventions 2

Credit Points 10 **Level** 7

Prerequisite

101213.1 Psychological Interventions 1

Equivalent Units

B7638 - Psychological Interventions 2

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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The unit focuses on more complex psychological disorders than Psychological Interventions 1 and presents a range of alternative intervention modes other than individual psychotherapy. The unit further enhances students' therapeutic skills by requiring critical evaluation of existing interventions for complex disorders and by continuing to provide training in specific skills for managing complex clinical problems. The unit utilises a cognitive behavioural perspective to encourage the development of a cohesive and coherent organising model for clinical practice grounded within the existing clinical psychology literature. Students are encouraged to acquire an empiricist hypothesis-testing framework to the application of clinical interventions.

101691.1 Psychological Interventions 3

Credit Points 10 **Level** 7

Prerequisite

101214.1 Psychological Interventions 2

Special Requirements

This unit focuses on knowledge and skill development specific to professional practice in psychology and is only available to students enrolled in any of the professional psychology courses (Clinical, Forensic) offered by the School of Psychology .

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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 use problem-based learning approaches to: prepare students to analyse health policy to identify changing demand for clinical psychology services; 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. The unit will also examine the professional and organisational roles of clinical psychologists in these settings.

101692.1 Psychological Interventions 4

Credit Points 10 **Level** 7

Prerequisite

101214.1 Psychological Interventions 2

Special Requirements

This unit focuses on knowledge and skill development specific to professional practice in psychology and is only available to students enrolled in any of the professional psychology courses (Clinical, Forensic) offered by the School of Psychology .

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This unit focuses on the use of clinical psychological interventions with clients with complex presentations. The unit is designed to enhance students' ability to engage in case formulation and employ evidence-based therapies with complex clinical problems. Through lectures, demonstrations and case discussions, students will develop higher-level skills in cognitive-behavioural assessment and therapy. The unit will also examine the foundations, methods and effectiveness of newer or emerging therapies such as acceptance and commitment therapy, schema therapy, motivational interviewing, and dialectical behaviour therapy.

101397.1 Psychology for Teaching

Credit Points 10 **Level** 7

Special Requirements

This is a core unit and 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.

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In 2010 this unit replaced by 101642 - Positive Learning Environments. This unit focuses on understanding how children and adolescents grow, develop and learn. It explores how educational and developmental psychology underpin and inform curriculum development and pedagogical practice. Theories of learning, motivation, development and behaviour management will be critically analysed, to ensure that students can employ these theories and principles to create positive environments for effective teaching and learning.

100803.2 Psychology Placement 1

Credit Points 0 **Level** 7

Prerequisite

101209.1 Core Skills: Counselling and Ethical Practice AND **101207.1** Psychological Assessment 1 AND **101212.1** Clinical Psychopathology AND **101213.1** Psychological Interventions 1

Special Requirements

Students must be enrolled in courses 1546 Master of Psychology (Clinical), 1547 Master of Psychology (Forensic) or 1545 Master of Psychology (Educational & Developmental). Students must also meet special requirements as those stipulated by NSW Health and NSW

Psychologists Registration Board. At present, these include: Criminal Record Check (CRC); Prohibited Employment Declaration (PED); Child Protection Training; Conditional Registration with the NSW Psychologists Registration Board.

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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 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 1; Clinical Psychopathology and Psychological Interventions 1.

100804.2 Psychology Placement 2

Credit Points 0 Level 7

Special Requirements

Students must be enrolled in courses 1546 Master of Psychology (Clinical), 1547 Master of Psychology (Forensic) or 1545 Master of Psychology (Educational & Developmental). Students must also meet special requirements as those stipulated by NSW Health and NSW Psychologists Registration Board. At present, these include: Criminal Record Check (CRC); Prohibited Employment Declaration (PED); Child Protection Training; Conditional Registration with the NSW Psychologists Registration Board.

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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% 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.

100805.2 Psychology Placement 3

Credit Points 0 Level 7

Special Requirements

Students must be enrolled in courses 1546 Master of Psychology (Clinical), 1547 Master of Psychology (Forensic) or 1545 Master of Psychology (Educational & Developmental). Students must also meet special requirements as those stipulated by NSW Health and NSW Psychologists Registration Board. At present, these include: Criminal Record Check (CRC); Prohibited Employment

Declaration (PED); Child Protection Training; Conditional Registration with the NSW Psychologists Registration Board.

.....

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 expand their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

101184.1 Psychology: Human Behaviour

Credit Points 10 Level 1

Equivalent Units

B1909 - Psychology 1A, 100929 - Psychology 1A

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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.

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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

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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

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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

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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

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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.

101398.1 Secondary Method 1A

Credit Points 10 **Level** 7

Special Requirements

This is a core unit and 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.

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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 is a core unit and 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.

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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 is a core unit and 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.

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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 is a core unit and 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.

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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 is a core unit and 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.

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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 is a core unit and 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.

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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 offered at postgraduate level.

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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

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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

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

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This unit aims to develop skills in translation from and into English in a number of specialised fields: medical documents; technical papers; legal documents; advertising material; journal articles. The aim of the unit is for students to develop skills in producing target texts in styles appropriate to the source text content and function, researching and developing appropriate specialist

terminology, editing and revising, and producing camera-ready documents. 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.

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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

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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

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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

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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

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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

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This unit develops critical reflection on the role of theory in the social sciences. It requires the completion of topics in areas such as: epistemology and disciplinary positioning of social theory; theories in social, cultural, historical and political contexts; current debates and theories in the social sciences. Topics vary each session depending on student demand.

101744.1 Theory and Practice of Convergent Media

Credit Points 10 **Level** 7

Equivalent Units

101421 - Media Contexts: Community

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This unit provides students with historical, political and theoretical introductions to new media and convergent media research, experimentation and practice with an emphasis on third-sector, alternative and community development contexts. The unit focuses on the emergence of new media and its historical precedents through a diverse range of related materials, ranging from pre-cinematic animation to cross platform strategies. The Unit

also provides analysis of a wide range of case studies in relation to contemporary media practices in an international and cross-cultural context.

101420.1 Theory and Practice of Psychological Assessment and Intervention

Credit Points 10 **Level** 4

Special Requirements

This unit is restricted to students enrolled in courses 1502 Postgraduate Diploma in Psychology, 1504 Bachelor of Arts (Honours) Psychology and 1500 Bachelor of Psychology fourth year students.

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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

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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

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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

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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

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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

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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.

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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

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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.

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