

Arts Schools

Electronic Postgraduate Handbook 2012

University of Western Sydney

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About the Arts Schools Electronic Postgraduate Handbook

Sessions and dates

There are two main sessions in 2012: 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 2012 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 postgraduate courses offered by the Schools of Education, Humanities & Communication Arts and Social Sciences & Psychology. The next part contains details on current postgraduate unit sets in these courses, and the final part has details of all units within in the courses.

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

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

Check Website for Updates

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

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

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SCHOOL OF EDUCATION

Master of Education (Leadership)

1680.2

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

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

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

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

Study Mode

Two years part-time.

Location

| Campus | Attendance | Mode |
|----------------|------------|----------|
| Penrith Campus | Part Time | Internal |

Accreditation

As UWS is a registered provider with the New South Wales Institute of Teachers (NSWIT), this course counts towards NSWIT professional development requirements for professional competency.

Admission

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the 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 in the recommended sequence below.

Recommended Sequence

Part-time

Year 1

1H

Choose one of the following core units

| | |
|-----------------|-------------------------|
| 101656.1 | Researching Practice |
| 101658.1 | Transformative Learning |

And one Specialist Leadership unit from list below

2H

Choose one of the following core units

| | |
|-----------------|---------------------------------------|
| 101655.1 | Transformative Leadership |
| 101657.1 | Independent Study/Practice in Context |

And one Specialist Leadership 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 |
| 101658.1 | Transformative Learning |

And one Specialist Leadership unit from list below, or One Specialist unit to be chosen from either the Master of Education (Social Ecology) or the Master of Special Education

2H

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

| | |
|-----------------|---------------------------------------|
| 101655.1 | Transformative Leadership |
| 101657.1 | Independent Study/Practice in Context |

And 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

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

Study Mode

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

Location

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

Admission

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

Course Structure

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 from either of the following units

| | |
|-----------------|---|
| 101659.1 | Evaluating Learning Programs |
| 101660.1 | Curriculum Futures |
| 100701.1 | Leadership, Mentoring and Professional Growth |

Or one specialist unit chosen from 1683 - Master of Education Social Ecology or 1682 - Master of Special Education

Or other core units (all the nominated units are 10 credit points).

Master of Education (Social Ecology)

1683.2

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

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

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

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

Study Mode

Two years part-time.

Location

| Campus | Attendance | Mode |
|----------------|------------|-------------|
| Penrith Campus | Part Time | Multi Modal |

Accreditation

As UWS is a registered provider with the New South Wales Institute of Teachers (NSWIT), this course counts towards NSWIT professional development requirements for professional competency.

Admission

Applicants must have:

Successfully completed an undergraduate or postgraduate degree in any discipline

or

Successfully completed a Graduate Certificate in Social Ecology.

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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

Part-time

Year 1

1H

Choose one of the following core units

- 101658.1** Transformative Learning
101656.1 Researching Practice

And one Social Ecology specialist unit from list below

2H

Choose one of the following core units

- 101655.1** Transformative Leadership
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

- 101658.1** Transformative Learning
101656.1 Researching Practice

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

- 101655.1** Transformative Leadership
101657.1 Independent Study/Practice in Context

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

Specialist Units

- 101651.1** Applied Imagination

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

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

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

1685.1

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

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

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

Location

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

Admission

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

Course Structure

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**Choose two of**

- 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)

1684.2

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

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

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

Study Mode

One year part-time.

Location

| Campus | Attendance Mode |
|----------------|--------------------------|
| Penrith Campus | Part Time Multi Modal |

Admission

Applicants must have:

Successfully completed an undergraduate or postgraduate degree in any discipline

or

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying

directly to UWS should also use the information provided on the 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 40 credit points which include the units listed in the recommended sequence below.

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

101658.1 Transformative Learning

Choose one of

101651.1 Applied Imagination
101653.1 Environmental Education and Advocacy

2H

101655.1 Transformative Leadership

Choose one of

101652.1 Ecopsychology and Cultural Change
101654.1 Researching Social Ecology

Master of Special Education

1682.2

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

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

Study Mode

Two years part-time.

Location

| Campus | Attendance Mode |
|----------------|------------------------|
| Penrith Campus | Part Time Internal |

Admission

This course provides a post-initial teaching qualification for graduates who already have a recognised three or four

year teaching qualification. Applicants must have therefore successfully completed a recognised three or four year teaching qualification.

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the 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

Part-time

Year 1

1H

Choose one of the following core units:

- 101656.1** Researching Practice
- 101658.1** Transformative Learning

Specialist unit

- 101672.1** Inclusion In Practice

2H

Choose one of the following core units:

- 101655.1** Transformative Leadership
- 101657.1** Independent Study/Practice in Context

Specialist unit

- 101671.1** Multiliteracies and Additional Needs

Year 2

1H

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

- 101656.1** Researching Practice
- 101658.1** Transformative Learning

Specialist unit

- 101028.1** Behaviour Management

2H

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

- 101655.1** Transformative Leadership
- 101657.1** Independent Study/Practice in Context

Specialist unit

- 101073.1** Professional Practice in Context

Graduate Certificate in Special Education Studies

1611.3

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

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

Study Mode

One year part-time.

Location

| Campus | Attendance | Mode |
|----------------|------------|----------|
| Penrith Campus | Part Time | Internal |

Admission

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the 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.

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
- 101658.1** Transformative Learning

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.

- 101655.1** Transformative Leadership
- 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/Birth - 12 Years)

1691.2

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

The Master of Teaching (Birth - 5 Years/Birth - 12 Years) provides students with key knowledge, skills and understandings required for working as a qualified teacher with children and their families in prior to school and primary school settings. There is a strong emphasis

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

Study Mode

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

Location

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

Accreditation

This course is accredited with the NSW Institute of Teachers (NSWIT).

Admission

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

Additional information for applicants:

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

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

Eligible students, internal to UWS, for the Transition to Teaching offer into the Master of Teaching (Birth-5 Years/ Birth-12 Years) course will be contacted by email to their student email account with the easy steps to continue their study. Further information on admission to postgraduate courses is available on the Postgraduate Admissions section of 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).

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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.

Special Requirements

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

Course Structure

Full-time mode (2.5 years)

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

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

Recommended sequence

Year 1

1H session

| | |
|-----------------|--|
| 101802.1 | Investigating with Mathematics, Science and Technology |
| 101628.1 | Global Literacies |
| 101629.1 | Healthy Identities |
| 101647.2 | Play Development and Learning |

2H session

| | |
|-----------------|---|
| 101098.1 | Curriculum for Under Threes |
| 101803.1 | Literacy in the Early Years |
| 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 |
| 101103.2 | Fostering Creativity in Children's Learning |
| 101108.2 | Early Childhood Professional Experience 2 |
| 101625.1 | Inclusive Practices |

2H session

| | |
|-----------------|---|
| 101583.1 | Primary Science & Technology |
| 101630.1 | Managing Child and Family Services |
| 101105.2 | Prosocial Learning Environments |
| 101627.1 | Connecting Communities in Early Childhood Education |

Year 3

1H session

| | |
|-----------------|---|
| 101582.1 | Primary Human Society and its Environment |
| 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

| | |
|-----------------|--|
| 101103.2 | Fostering Creativity in Children's Learning |
| 101802.1 | Investigating with Mathematics, Science and Technology |
| 101628.1 | Global Literacies |
| 101629.1 | Healthy Identities |

2H session

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

Year 2

1H session

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

2H session

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

Full-time mode (2 years)

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

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

Recommended sequence

Year 1

1H session

| | |
|-----------------|-----------------------------|
| 101098.1 | Curriculum for Under Threes |
|-----------------|-----------------------------|

- 101802.1** Investigating with Mathematics, Science and Technology
101107.2 Early Childhood Professional Experience 1
101629.1 Healthy Identities

2H session

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

Year 2**1H session**

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

2H session

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

Accelerated Full-time mode (1.5 years)

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

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

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

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

2H session

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

Year 2**1H session**

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

- 101586.1** Primary English and Literacy 2
101604.1 Primary Professional Experience

Master of Teaching (Birth - 5 years) (exit only)**1672.2**

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 2011 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.

Location

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

Accreditation

This course is accredited with the NSW Department of Community Services (DoCS).

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**

- 101802.1** Investigating with Mathematics, Science and Technology
101628.1 Global Literacies
101629.1 Healthy Identities
101647.2 Play Development and Learning

2H session

| | |
|-----------------|---|
| 101098.1 | Curriculum for Under Threes |
| 101803.1 | Literacy in the Early Years |
| 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 |
| 101103.2 | 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**

| | |
|-----------------|--|
| 101103.2 | Fostering Creativity in Children's Learning |
| 101802.1 | Investigating with Mathematics, Science and Technology |
| 101628.1 | Global Literacies |
| 101629.1 | Healthy Identities |

2H session

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

Year 2**1H session**

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

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 |
| 101802.1 | Investigating with Mathematics, Science and Technology |
| 101107.2 | Early Childhood Professional Experience 1 |
| 101629.1 | Healthy Identities |

2H session

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

Year 2**1H session**

| | |
|-----------------|---|
| 101103.2 | Fostering Creativity in Children's Learning |
| 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 |
| 101103.2 | Fostering Creativity in Children's Learning |
| 101802.1 | Investigating with Mathematics, Science and Technology |
| 101107.2 | Early Childhood Professional Experience 1 |
| 101629.1 | Healthy Identities |

2H session

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

Master of Teaching (Primary)

1663.1

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

Study Mode

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

Location

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

Accreditation

This course is accredited with the NSW Institute of Teachers (NSWIT).

Admission

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

Additional Information for Applicants:

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

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

Eligible students, internal to UWS, for the Transition to Teaching offer into the Master of Teaching (Primary) course will be contacted by email to their student email account with the easy steps to continue their study. Further information on admission to postgraduate courses is available on the Postgraduate 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 who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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.

Special Requirements

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

Course Structure

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

Recommended sequence

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

Accelerated Full-time mode (1 year)

Year 1

1H session

Module 2

| | |
|-----------------|------------------------------------|
| 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 |
| 101286.2 | Inclusive Teaching for Effective Learning |
| 101587.1 | Teaching in New Times |
| 101288.2 | Professional Practice II: Engaging in the Profession |

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

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

2H session**Module 3**

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

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

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

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

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

- 101613.4** Educational Psychology for Primary Teaching
101576.3 Primary Personal Development, Health & Physical Education (PDHPE)
101577.3 Classrooms Without Borders
101578.3 Education, Knowledge, Society and Change

2H session**Module 2**

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

Module 3

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

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

- 101584.1** Primary Mathematics and Numeracy 2
101585.1 Primary Creative Arts

Module 4

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

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

- 101613.4** Educational Psychology for Primary Teaching
101576.3 Primary Personal Development, Health & Physical Education (PDHPE)
101577.3 Classrooms Without Borders
101578.3 Education, Knowledge, Society and Change

2H session**Module 2**

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

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

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

2H session**Module 4**

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

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

1633.2

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

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

Location

| Campus | Attendance | Mode |
|------------------|------------|----------|
| Bankstown Campus | Full Time | Internal |

Admission

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

Course Structure

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

| | |
|-----------------|---|
| 101613.4 | Educational Psychology for Primary Teaching |
| 101576.3 | Primary Personal Development, Health & Physical Education (PDHPE) |
| 101577.3 | Classrooms Without Borders |
| 101578.3 | 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 |
| 101286.2 | Inclusive Teaching for Effective Learning |
| 101587.1 | Teaching in New Times |
| 101289.2 | Professional Practice I |
| 101288.2 | 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 (NSWIT).

Admission

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

Additional Information for Applicants:

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

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

Eligible students, internal to UWS, for the Transition to Teaching offer into the Master of Teaching (Secondary) course will be contacted by email to their student email account with the easy steps to continue their study. Further information on admission to postgraduate courses is available on the Postgraduate 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 who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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.

Special Requirements

Government Policies: Education employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involves

signing a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

Course Structure

The revised Master of Teaching (Secondary) comprises 12 units of study which cover three broad areas of: Secondary Teaching Methodology, Foundation Studies and Professional Experiences. All units are 10 credit points or one semester in duration.

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

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

Recommended sequence

Start Year Intake

Full-time mode (1.5 years)

Year 1

Semester 1

| | |
|-----------------|---------------------------------------|
| 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 |
| 100978.2 | 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 |
| 100978.2 | 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 |
| 100978.2 | 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 |
| 100978.2 | 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.

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

1610.2

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

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

Study Mode

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

Location

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

Admission

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

Course Structure

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

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

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

Master of Teaching (Honours)

1654.1

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 |
| Bankstown Campus | Part Time | Multi Modal |
| Penrith Campus | Full Time | Multi Modal |
| Penrith Campus | Part 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 |

SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

Master of Arts (TESOL)

1595.5

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 2012 or later.

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

Study Mode

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

Location

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

Admission

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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 which include the units listed below. Students may exit with a Graduate Diploma or Graduate Certificate on completion of the relevant units.

101825.2 English Linguistics for TESOL

| | |
|-----------------|---|
| 101824.2 | Second Language Assessment and Testing |
| 101697.2 | TESOL Methodology and Curricula |
| 101698.2 | TESOL Internship |
| 101854.1 | Language and Linguistics Research Methods |
| 100919.2 | Investigating Second Language Acquisition |

Exit Awards

Graduate Diploma in TESOL

1635.4

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 2012 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 |

Admission

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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 below.

| | |
|-----------------|--|
| 101825.2 | English Linguistics for TESOL |
| 101824.2 | Second Language Assessment and Testing |
| 101697.2 | TESOL Methodology and Curricula |
| 101698.2 | TESOL Internship |

Graduate Certificate in TESOL

1636.4

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 2012 or later.

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

Study Mode

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

Location

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

Admission

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

International applicants must apply directly to the University of Western Sydney via the UWS International office. International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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 40 credit points from the units listed below.

| | |
|-----------------|--|
| 101825.2 | English Linguistics for TESOL |
| 101824.2 | Second Language Assessment and Testing |

Choose one of

| | |
|-----------------|---------------------------------|
| 101697.2 | TESOL Methodology and Curricula |
| 101698.2 | TESOL Internship |

Master of Arts in Cultural and Creative Practice

1697.1

Partnered with the prestigious London Consortium, the Sydney Consortium is a unique collaboration between the Writing and Society Research Group at UWS, and important Sydney cultural institutions (the Australian Museum, Museum of Contemporary Art, State Library of NSW and the Sydney Writers' Festival). We offer a challenging, rigorous coursework degree combining criticism and creativity leading to a Master of Arts in Cultural and Creative Practice from the University of Western Sydney. The Master of Arts mixes units related to events staged with our partners with the opportunity to work with some of Australia's leading writers, editors and critics in developing creative or critical work.

Study Mode

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

Location

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

Admission

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

Or

Have a minimum of five years full time equivalent work or creative practice experience in writing or creative and performing arts or in an industry position related to writing or the creative and performing arts.

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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 (Start year intake)

Autumn session

| | |
|-----------------|---|
| 101835.1 | Word |
| 101833.1 | Research Methods in the Humanities - Part 1 |
| 101839.1 | Masters Project |

Quarter 2

| | |
|-----------------|-------|
| 101834.1 | Idea |
| 101836.1 | World |

Spring

| | |
|-----------------|---|
| 101840.1 | Research Methods in the Humanities - Part 2 |
| 101839.1 | Masters Project |
| 101837.1 | Search |

Quarter 4

| | |
|-----------------|---------|
| 101838.1 | Display |
|-----------------|---------|

Part-time (Start year intake)

Year 1

Autumn session

| | |
|-----------------|---|
| 101833.1 | Research Methods in the Humanities - Part 1 |
|-----------------|---|

Quarter 2

| | |
|-----------------|-------|
| 101834.1 | Idea |
| 101836.1 | World |

Spring

| | |
|-----------------|--------|
| 101837.1 | Search |
|-----------------|--------|

Quarter 4

| | |
|-----------------|---------|
| 101838.1 | Display |
|-----------------|---------|

Year 2

Autumn session

| | |
|-----------------|------|
| 101835.1 | Word |
|-----------------|------|

| | |
|-----------------|-----------------|
| 101839.1 | Masters Project |
|-----------------|-----------------|

Spring

| | |
|-----------------|---|
| 101840.1 | Research Methods in the Humanities - Part 2 |
| 101839.1 | Masters Project |

Master of Arts Translation and Interpreting Studies

1640.4

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 2012 or later.

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

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

Study Mode

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

Location

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

Admission

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

AND

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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, Start-year intake

Autumn session

101695.2 Introduction to Interpreting PG
101696.2 Introduction to Translation PG

And 20 credit points from the pool units below

Spring session

40 credit points from the pool units below

Full-time, Mid-year intake

Year 1

Spring session

101695.2 Introduction to Interpreting PG
101696.2 Introduction to Translation PG

And 20 credit points from the pool units below

Year 2

Autumn session

40 credit points from the pool units below

Pool Units

101854.1 Language and Linguistics Research Methods
101297.2 Languages and Linguistics Special Project
101868.1 Business Interpreting
101826.2 Conference Interpreting
100916.2 Legal Interpreting
100922.2 Medical Interpreting (PG)
100193.2 Interpreting Skills
101827.2 Audiovisual Translation: Subtitling and Captioning
101845.1 Community and Social Services Translation (PG)
100925.2 Literary Translation
100917.2 Specialised Translation (PG)
101750.2 Translation Technologies (PG)
100926.3 The Language of the Law

Off-Shore Practical Skills Stream

The Off-Shore Practical Skills Stream is not currently available

Autumn session

101696.2 Introduction to Translation PG

And 30 credit points from the pool units below

Spring session

101695.2 Introduction to Interpreting PG

And 30 credit points from the pool units below

Pool Units

100917.2 Specialised Translation (PG)
100922.2 Medical Interpreting (PG)
100925.2 Literary Translation
100926.3 The Language of the Law
101827.2 Audiovisual Translation: Subtitling and Captioning
101750.2 Translation Technologies (PG)
101854.1 Language and Linguistics Research Methods

Master of Arts (Research Studies)/PhD

1687.3

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 2012 or later.

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 1.5 years of course work 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.

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 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

| | |
|-----------------|---|
| 400585.2 | Theories of the Social |
| 101854.1 | Language and Linguistics Research Methods |

Research Training component - 40 credit points

| | |
|-----------------|---|
| 400421.2 | Research Methods for Humanities and Social Sciences |
| 101297.2 | Languages and Linguistics Special Project |
| 400586.2 | 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)

| | |
|-----------------|---|
| 100919.2 | Investigating Second Language Acquisition |
| 100925.2 | Literary Translation |
| 101695.2 | Introduction to Interpreting PG |
| 101696.2 | Introduction to Translation PG |
| 101697.2 | TESOL Methodology and Curricula |
| 400417.2 | Epidemiology and Quantitative Methods |
| 101825.2 | English Linguistics for TESOL |

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

And one elective unit - 10 credit points

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

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

Master of Creative Music Therapy

1650.1

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 (AMTA). Graduates of the course are eligible to apply for Registration (RMT) with the AMTA which qualifies them to practice professionally.

Admission

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

Must attend an audition.

Audition:

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

- a) play two contrasting pieces on your first instrument, or if you are a vocalist, sing two contrasting pieces;
- b) play a piece on your second instrument;
- c) sight read a melody (instrumental and vocal);
- d) harmonise a melody on the piano or other western polyphonic instrument;
- e) improvise three simple variations on the piano or other western polyphonic instrument, on a given theme;

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

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

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

For further information, contact the Course Advisor.

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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 120 credit points including the units listed below.

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

Year 1 or 2

Autumn session

101445.3 Music Therapy Skills 1
100910.2 Music Therapy Method

Spring session

100912.3 Music Therapy Theory and Practice 1
101443.3 Creative Music Therapy Practicum 1

Year 2 or 1

Autumn session

101446.4 Music Therapy Skills 2
100914.4 Music Therapy Theory and Practice 2

Spring session

100911.4 Music Therapy Professional Practice
101444.4 Creative Music Therapy Practicum 2

Master of Convergent Media

1645.4

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 2012 or later.

UWS's Master of Convergent Media offers you a unique opportunity to acquire the high-level digital content and professional communication skill-sets so necessary to the electronic era. You will develop advanced strategic thinking capacity, build skills and resources, and explore the future of a converged world. You will also learn how to leverage these skills and capacities in a range of environments: commercial, government, and third sector.

You will extend your experience portfolio, building advanced capacities in creative/conceptual enterprise, strategic communication, and media production. There are opportunities to develop high-level strategic plans for real-world organisations and to deliver a multi-platform/convergent media product and/or research project. From mobile media to gaming, from virtual worlds to social media, and from crisis response to long-term strategic communication, you will acquire a thorough knowledge of the converged professional landscape.

To complement an exciting, cutting edge academic offering, UWS provides superior production resources including a recently refurbished TV studio and first-class broadcast facilities featuring a 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 |
|-------------------|------------|----------|
| Parramatta Campus | Full Time | Internal |
| Parramatta 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 Professional Communication

or

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International website.

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

Course Structure

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

Recommended Sequence

Full-time

Semester 1

| | |
|-----------------|--|
| 101793.2 | Methods and Case Studies in Convergent Media |
| 101423.2 | Media Project Proposal |
| 101743.2 | Mobile Media |
| 101550.2 | Integrated Marketing Communication |
| 101546.2 | Individual Project (Autumn) |

Note: Students who elect to enrol in the 20 credit point unit 101423 Media Project Proposal in Autumn must also enrol in the 20 credit point unit 101745 Media Project Production in Spring. These units cannot be taken out of sequence.

Note: Students who elect to enrol in the 10 credit point unit 101546 Individual Project in Autumn must also enrol in the 10 credit point unit 101547 Individual Project in Spring. These units cannot be taken out of sequence.

Semester 2

| | |
|-----------------|---|
| 101794.2 | Theory and Practice of Convergent Media |
| 101745.2 | Media Project Production |
| 101426.2 | Convergent Media Internship |
| 101548.2 | Setting the Agenda |
| 101547.2 | Individual Project (Spring) |

Graduate Certificate in Convergent Media

1646.4

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 2012 or later.

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

Study Mode

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

Location

| Campus | Attendance | Mode |
|-------------------|------------|----------|
| Parramatta Campus | Full Time | Internal |
| Parramatta Campus | Part Time | Internal |

Admission

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

or

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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 40 credit points from the units listed below each of which is 10 credit points.

Semester 1

| | |
|-----------------|--|
| 101793.2 | Methods and Case Studies in Convergent Media |
| 101743.2 | Mobile Media |
| 101550.2 | Integrated Marketing Communication |

Semester 2

| | |
|-----------------|---|
| 101794.2 | Theory and Practice of Convergent Media |
| 101548.2 | Setting the Agenda |

Or the following unit if approved by the Course Coordinator

| | |
|-----------------|-----------------------------|
| 101426.2 | Convergent Media Internship |
|-----------------|-----------------------------|

Master of Interpreting and Translation

1639.3

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 2012 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). The Master of Arts Translation and Interpreting Studies is also available as an exit award for students who are unable to pass Accreditation Studies and who undertake an additional pool unit instead. The Graduate Certificate in Interpreting and Translation, Graduate Diploma in Interpreting Studies, and the Graduate Diploma in Translation Studies 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 or postgraduate qualification in any discipline

and

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying

directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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, Start-year intake:

Year 1

Autumn session

| | |
|-----------------|---------------------------------|
| 101695.2 | Introduction to Interpreting PG |
| 101696.2 | Introduction to Translation PG |

And 20 credit points from the pool units below

Spring session

| | |
|-----------------|--|
| A7456.3 | Interpreting and Translation Professional Practicum (PG) |
| 101482.3 | Accreditation Studies |

And 20 credit points from the pool units below

Full-time, Mid-year intake:

Year 1

Spring session

| | |
|-----------------|---------------------------------|
| 101695.2 | Introduction to Interpreting PG |
| 101696.2 | Introduction to Translation PG |

And 20 credit points from the pool units below

Year 2

Autumn session

| | |
|-----------------|--|
| A7456.3 | Interpreting and Translation Professional Practicum (PG) |
| 101482.3 | Accreditation Studies |

And 20 credit points from the pool units below

Pool Units

| | |
|-----------------|--|
| 101868.1 | Business Interpreting |
| 101826.2 | Conference Interpreting |
| 100916.2 | Legal Interpreting |
| 100922.2 | Medical Interpreting (PG) |
| 100193.2 | Interpreting Skills |
| 101827.2 | Audiovisual Translation: Subtitling and Captioning |

| | |
|-----------------|--|
| 101845.1 | Community and Social Services Translation (PG) |
| 100925.2 | Literary Translation |
| 100917.2 | Specialised Translation (PG) |
| 101750.2 | Translation Technologies (PG) |
| 100926.3 | The Language of the Law |

Graduate Diploma in Interpreting

1637.3

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 2012 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. The Graduate Diploma in Interpreting Studies is also available as an exit award for students who do not complete Accreditation Studies, provided they complete 10 cpts from pool units instead.

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

Study Mode

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

Location

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

Accreditation

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

Admission

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

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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

101695.2 Introduction to Interpreting PG

And 20 credit points from the pool units below

Spring session

A7456.3 Interpreting and Translation Professional Practicum (PG)

101482.3 Accreditation Studies

And 10 credit points from the pool units below

Full-time, Mid-year intake:

Year 1

Spring session

101695.2 Introduction to Interpreting PG

And 20 credit points from the pool units below

Year 2

Autumn session

A7456.3 Interpreting and Translation Professional Practicum (PG)

101482.3 Accreditation Studies

And 10 credit points from the pool units below

Pool Units

101868.1 Business Interpreting

101826.2 Conference Interpreting

| | |
|-----------------|---------------------------|
| 100193.2 | Interpreting Skills |
| 100916.2 | Legal Interpreting |
| 100922.2 | Medical Interpreting (PG) |
| 100926.3 | The Language of the Law |

Graduate Diploma in Translation

1638.3

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 2012 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 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* at least one of the Translation directions (from English or into English) with a minimum mark of 70%. These examinations adhere to NAATI requirements. *Note: NAATI requires a minimum pass mark of 70 percent.

Admission

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

and

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)

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of

minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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

101696.2 Introduction to Translation PG

And two pool units

Spring session

A7456.3 Interpreting and Translation Professional Practicum (PG)

101482.3 Accreditation Studies

And one pool unit

Full-time, Mid-year intake:

Year 1

Spring session

101696.2 Introduction to Translation PG

And two pool units

Year 2

Autumn session

A7456.3 Interpreting and Translation Professional Practicum (PG)

101482.3 Accreditation Studies

And one pool unit

Pool Units

Autumn Pool Units

101845.1 Community and Social Services Translation (PG)

100925.2 Literary Translation

101750.2 Translation Technologies (PG)

Spring Pool Units

| | |
|-----------------|--|
| 100917.2 | Specialised Translation (PG) |
| 100926.3 | The Language of the Law |
| 101827.2 | Audiovisual Translation: Subtitling and Captioning |

Graduate Diploma in Interpreting Studies (exit only)**1701.1**

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 2012 or later.

This course is an exit point for students undertaking 1637 Graduate Diploma in Interpreting who do not complete 101482 Accreditation Studies.

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 |

Course Structure

Qualification for this award requires the successful completion of 60 credit points, 10 of which must be a pool unit undertaken instead of 101482 Accreditation Studies. Pool units are listed below.

| | |
|-----------------|---------------------------------|
| 100193.2 | Interpreting Skills |
| 100916.2 | Legal Interpreting |
| 100922.2 | Medical Interpreting (PG) |
| 100926.3 | The Language of the Law |
| 100868.2 | Foundations of Modern Australia |
| 101826.2 | Conference Interpreting |

Graduate Diploma in Translation Studies (exit only)**1702.1**

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 2012 or later.

This course is an exit point for students undertaking 1638 Graduate Diploma in Translation who do not complete 101482 Accreditation Studies.

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 |

Course Structure

Qualification for this award requires the successful completion of 60 credit points, 10 of which must be a pool unit undertaken instead of 101482 Accreditation Studies. Pool units are listed below.

| | |
|-----------------|--|
| 101845.1 | Community and Social Services Translation (PG) |
| 100925.2 | Literary Translation |
| 101750.2 | Translation Technologies (PG) |
| 100917.2 | Specialised Translation (PG) |
| 100926.3 | The Language of the Law |
| 101827.2 | Audiovisual Translation: Subtitling and Captioning |

Graduate Certificate in Interpreting and Translation**1602.4**

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 Spring 2012 or later.

The Graduate Certificate in Interpreting and Translation is aimed at providing suitable bilingual graduates with knowledge of the theoretical underpinnings and the essential skills of interpreting and translation. The Graduate Certificate in Interpreting and Translation articulates into the Graduate Diploma in Interpreting, the Graduate Diploma in Translation, the Master of Arts Interpreting and Translation Studies and the Master of Interpreting and Translation. Credit towards any of these courses is granted based on common units. The course is suitable for people new to the discipline as well as for practising interpreters and translators wanting to learn about the theory and to improve their practical skills.

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

Study Mode

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

Location

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

Admission

Applicants must have:

- An undergraduate degree or postgraduate qualification in any discipline

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

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

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

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

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

Course Structure

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

Recommended Sequence

Full-time, Start-Year Intake

Autumn or Spring session

- 101695.2** Introduction to Interpreting PG
- 101696.2** Introduction to Translation PG

And 20 credit points from the pool units below

Full-time, Mid-Year Intake

Spring or Autumn session

- 101695.2** Introduction to Interpreting PG
- 101696.2** Introduction to Translation PG

And 20 credit points from the pool units below

Pool Units:

- 101868.1** Business Interpreting
- 101826.2** Conference Interpreting
- 100916.2** Legal Interpreting
- 100922.2** Medical Interpreting (PG)
- 100193.2** Interpreting Skills
- 101827.2** Audiovisual Translation: Subtitling and Captioning
- 101845.1** Community and Social Services Translation (PG)
- 100925.2** Literary Translation
- 100917.2** Specialised Translation (PG)
- 101750.2** Translation Technologies (PG)
- 100926.3** The Language of the Law

SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

Master of Art Therapy

4595.5

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 2012 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 and Graduate Certificate in Art Therapy are 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

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

Admission

Applicants must meet all of the following requirements:

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

Details of required qualification:

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

or

Have successfully completed an undergraduate degree in any discipline

plus

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

Details of Portfolio of work and CV submission:

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

and

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

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

Details of Group Interview:

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the 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 160 credit points consisting of the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

Autumn session

- 101303.2** Art Therapy: Histories, Theories, Groups
101506.2 Counselling 1

Spring session

- 101304.2** Art Therapy: Application to Client Groups
101507.2 Counselling 2

Year 2

Autumn session

- 101784.2** Clinical Studies (Art Therapy)
400421.2 Research Methods for Humanities and Social Sciences
400585.2 Theories of the Social

Spring session

- 101785.2** Further Clinical Studies (Art Therapy)
400586.2 Integrating Theory, Research and Practice

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

- 101303.2** Art Therapy: Histories, Theories, Groups

Spring session

- 101304.2** Art Therapy: Application to Client Groups

Year 2**Autumn session**

- 101506.2** Counselling 1

Spring session

- 101507.2** Counselling 2

Year 3**Autumn session**

- 101784.2** Clinical Studies (Art Therapy)

Spring session

- 101785.2** Further Clinical Studies (Art Therapy)

Year 4**Autumn session**

- 400421.2** Research Methods for Humanities and Social Sciences
400585.2 Theories of the Social

Spring session

- 400586.2** Integrating Theory, Research and Practice

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

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

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

Study Mode

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

Location

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

Course Structure

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

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

- 101303.2** Art Therapy: Histories, Theories, Groups
101506.2 Counselling 1

Spring session

- 101304.2** Art Therapy: Application to Client Groups
101507.2 Counselling 2

Graduate Certificate in Art Therapy (exit only)**1700.1**

The Graduate Certificate in Art Therapy is available as an exit point only from the Master of Art Therapy after the completion of 40 credit points.

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 |

Graduate Diploma in Counselling**1647.4**

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

Counselling is a cross-disciplinary pathway into a career in helping human beings in distress. In counselling, clients learn self-knowledge and become able to change through a dedicated helping relationship, in which high levels of skill, sensitivity, self-knowledge and ethical conduct are required of the helper. In contrast to some of the longer-established helping professions, counselling, as taught in this program, places greater emphasis on the creation of a therapeutic

environment for the client than on specific techniques or the application of particular theoretical models. 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 |

Accreditation

At present the Counselling and Psychotherapy Association of Australia provides guidelines for clinical training standards, which are met by these proposed course variations. The PACFA Training Committee is currently evaluating programs for potential accreditation, and this revised program will be submitted for accreditation in 2012.

Admission

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

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

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

Information for applicants about the Interview

Prior to the Interview, applicants will be required to submit a detailed CV to ssap@uws.edu.au and an accompanying letter of application addressing the following:

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the 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

Part-time

Year 1

First session

101506.2 Counselling 1

Second session

101507.2 Counselling 2

Year 2

First session

101786.1 Clinical Studies (Counselling)

Second session

101787.1 Further Clinical Studies (Counselling)

Graduate Certificate in Counselling

1648.4

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

Counselling is a cross-disciplinary pathway into a career in helping human beings in distress. In counselling, clients learn self-knowledge and become able to change through a dedicated helping relationship, in which high levels of skill, sensitivity, self knowledge and ethical conduct are required of the helper. In contrast to some of the longer-established helping professions, counselling, as taught in this program, places greater emphasis on the creation of a therapeutic environment for the client than on specific techniques or the application of particular theoretical models. Sequenced training in basic skills and concomitant self-awareness forms a major part of the first year of the program. Throughout, relevant theory is learned in direct relation to practice. This program is aimed specifically at graduates in psychology, social work or welfare work who are currently employed in counselling, and who wish to undertake a one year part-time program to broaden and deepen their existing skills and knowledge base. Students who wish to meet Professional Training Standards are advised to enrol in the Graduate Diploma in Counselling.

Study Mode

One year part-time.

Location

| Campus | Attendance | Mode |
|----------------|------------|----------|
| Penrith Campus | Part Time | Internal |

Admission

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

and

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

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

Information for applicants about the interview:

Prior to the interview, applicants will be required to submit a detailed CV to ssap@uws.edu.au and an accompanying letter of application addressing the following:

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

101506.2 Counselling 1

Second session

101507.2 Counselling 2

Master of Psychology (Clinical Psychology)

1546.5

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

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

research project, and 1000 hours of supervised practice in clinical and other appropriate settings.

Study Mode

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

Location

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

Accreditation

This course is fully accredited by the Australian Psychology Accreditation Council (APAC).

Admission

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

Applicants must:

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

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

No deferrals will be accepted for this course.

For further information on applying to the Master of Psychology (Clinical Psychology) award, please click on the following link:

Additional information for successful applicants:

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International website.

Special Requirements

To be eligible to undertake professional placement, all students must be eligible for: 1. Full or provisional registration with the Psychology Board of Australia. 2. A Criminal Record Check. 3. A National Police Certificate. 4.

Prohibited Employment Declaration or a Working with Children Check Student Declaration. 5. Child Protection training seminar.

Course Structure

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

Recommended Sequence

Full-time

Year 1

Autumn session

| | |
|----------|----------------------------------|
| 101810.2 | Core Skills and Ethical Practice |
| 101811.2 | Psychological Assessment |
| 101812.2 | Clinical Psychopathology 1 |
| 101213.3 | Psychological Interventions 1 |

Spring session

| | |
|----------|-------------------------------|
| 101813.2 | Clinical Psychopathology 2 |
| 101210.3 | Child Clinical Psychology |
| 101214.3 | Psychological Interventions 2 |
| 101814.2 | Clinical Research Methods |

2H Session

| | |
|----------|--------------------|
| 101815.2 | Clinic Placement A |
|----------|--------------------|

Year 2

Autumn session

| | |
|----------|---|
| 101817.2 | Clinical Neuropsychology and Psychopharmacology |
|----------|---|

1H

| | |
|----------|--------------------------|
| 101816.1 | Clinic Placement B |
| 101818.2 | Professional Placement 1 |
| 101819.2 | Professional Placement 2 |
| 101820.2 | Professional Placement 3 |
| 101239.3 | Applied Research Project |

Spring session

| | |
|----------|----------------------------|
| 101220.2 | Clinical Health Psychology |
|----------|----------------------------|

2H session

| | |
|----------|--------------------------|
| 101239.3 | Applied Research Project |
| 101818.2 | Professional Placement 1 |
| 101819.2 | Professional Placement 2 |
| 101820.2 | Professional Placement 3 |

Postgraduate Diploma of Psychology

1502.4

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

applies to students whose commencement Year for this course is 2009 or later.

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

Study Mode

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

Location

| Campus | Attendance | Mode |
|------------------|------------|----------|
| Bankstown Campus | Full Time | Internal |

Advanced Standing

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

Accreditation

This course is accredited by the Australian Psychology Accreditation Council (APAC) as an accredited fourth year of study in Psychology. Graduates of this award will be eligible for Provisional registration as a Psychologist with the Psychology Board of Australia (PBA) and for associate membership of the Australian Psychological Society (APS).

Admission

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

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

No deferrals will be accepted for this course.

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International website.

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 unit, a 30 credit point thesis, and three 10 credit point units.

Recommended Sequence

Full-time

Year 1

1H session

100487.4 Empirical Research Methods Seminar
100488.3 Empirical Research Project

2H session

100487.4 Empirical Research Methods Seminar
100488.3 Empirical Research Project

Autumn session

101420.2 Theory and Practice of Psychological Assessment and Intervention

Two units from the following

At least one of the two electives must be drawn from the core discipline electives.

Autumn session

101196.2 Human Performance in Applied Psychology
101247.2 Counselling and Consultation

Spring session

Spring core discipline electives

101541.2 Advanced Topics in Psychology
100530.3 Developmental Psychopathology

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 of Psychological Studies is accredited by the Australian Psychology Accreditation Council (APAC) as a three-year sequence in Psychology. The Graduate Diploma of 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 |
| Penrith Campus | Full 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

This course is accredited by the Australian Psychology Accreditation Council (APAC) as an undergraduate three year sequence in Psychology.

Admission

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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 120 credit points which include the units listed in the recommended sequence below.

Units 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 request 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

| | |
|-----------------|----------------------------------|
| 101184.2 | Psychology: Human Behaviour |
| 100013.3 | Experimental Design and Analysis |
| 101684.3 | Brain and Behaviour |
| 101680.3 | Perception |

Spring session

| | |
|-----------------|------------------------|
| 101676.2 | Human Learning |
| 101678.3 | Motivation and Emotion |
| 101683.2 | Social Psychology |
| 101677.3 | Cognitive Processes |

Year 2

Autumn session

| | |
|-----------------|---------------------------|
| 101679.2 | Personality |
| 101681.2 | Abnormal Psychology |
| 101689.2 | Advanced Research Methods |
| 101682.4 | Developmental Psychology |

Master of Social Science

4617.4

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 2012 or later.

The Master of Social Science offers a flexible design allowing students to select areas of study according to their personal interest and professional need. Critical and

reflective professional practice is enhanced through core units in social theory and research methods and a research project. In addition students are able to choose specialist professional units from a wide range available in other professional courses.

Study Mode

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

Location

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

Advanced Standing

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

Admission

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the 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 consisting of 40 credit points of core and a 40 credit point specialisation from the list below:

Core Units

| | |
|-----------------|---|
| 400421.2 | Research Methods for Humanities and Social Sciences |
| 400585.2 | Theories of the Social |
| 400586.2 | Integrating Theory, Research and Practice |

Specialisations

Studies in Art Therapy

| | |
|-----------------|------------------------|
| ST1000.1 | Studies in Art Therapy |
|-----------------|------------------------|

Core units

| | |
|-----------------|---|
| 101303.2 | Art Therapy: Histories, Theories, Groups |
| 101304.2 | Art Therapy: Application to Client Groups |

Studies in Counselling Specialisation

ST1001.1 Studies in Counselling

Core units

101506.2 Counselling 1
101507.2 Counselling 2

Urban Studies Specialisation

ST1002.1 Urban Studies

Core units

101633.2 Managing Cities: History and Theory
101314.3 Urban Management Practice: Governance and Power in the City
101636.2 Developing Sustainable Places
101315.3 Financing Cities in the Global Economy

Students may also select from other postgraduate units across the university after consultation with the Head of Program.

Graduate Diploma in Social Science

4618.3

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

Course enquiries should be directed to the course advisor.

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

Study Mode

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

Location

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

Admission

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the 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

400421.2 Research Methods for Humanities and Social Sciences
400585.2 Theories of the Social
400586.2 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 Director of Academic Program/Course Advisor for a list of suggested units.

Graduate Certificate in Social Science

4619.3

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

Course enquiries should be directed to the course advisor.

The Graduate Certificate in Social Science is flexible in design allowing students to select areas of study according to their personal interest and professional need. It is also designed to enhance critical and reflective professional practice in the human services sector. Units in social science theories and research methods are core components of the course. To complete the graduate certificate students can choose to complete these two units and a research report or two specialist professional units from a wide range available within other specialist awards.

Study Mode

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

Location

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

Advanced Standing

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

Admission

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

or

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the 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 Certificate in Social Science consists of 40 credit points. All students must complete the two core units (20 credit points)

Core Units

- 400421.2** Research Methods for Humanities and Social Sciences
400585.2 Theories of the Social

and

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

- 400586.2** Integrating Theory, Research and Practice

or

Students may select the remaining 20 credit points from postgraduate level units offered across the university. Students may consult with the Head of Program for a list of suggested units.

Master of Urban Management and Planning

1674.1

The Master of Urban Management and Planning gives students the professional and scholarly education to take a leadership role in urban management, strategic planning and policy development. The coursework includes preparation in professional practice, history, the theoretical

and legal frameworks for planning. Students will develop skills in a range of relevant areas including governance, urban finance and sustainable strategies.

Study Mode

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

Location

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

Admission

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

or

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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

Year 1

Autumn session

- 101633.2** Managing Cities: History and Theory
101314.3 Urban Management Practice: Governance and Power in the City
101635.2 Urban Planning Placement Project

And one elective (with the approval of the Director of Academic Program/Course Advisor)

Spring session

- 101636.2** Developing Sustainable Places
- 101315.3** Financing Cities in the Global Economy
- 101634.2** Planning and Environmental Regulation
- 101637.2** Urban Research Report

Part-time

Year 1

Autumn session

- 101633.2** Managing Cities: History and Theory
- 101635.2** Urban Planning Placement Project

Spring session

- 101636.2** Developing Sustainable Places
- 101634.2** Planning and Environmental Regulation

Year 2

Autumn session

- 101314.3** Urban Management Practice: Governance and Power in the City

And one elective (with the approval of the Director of Academic Program/Course Advisor)

Spring session

- 101315.3** Financing Cities in the Global Economy
- 101637.2** Urban Research Report

Graduate Diploma in Urban Management and Planning

1675.1

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 | 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).

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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

Year 1

Autumn session

- 101633.2** Managing Cities: History and Theory
- 101314.3** Urban Management Practice: Governance and Power in the City
- 101635.2** Urban Planning Placement Project

Spring session

Choose two of

- 101636.2** Developing Sustainable Places
- 101315.3** Financing Cities in the Global Economy
- 101634.2** Planning and Environmental Regulation

And one elective (with the approval of the Director of Academic Program/Course Advisor)

Part-time

Year 1

Autumn session

- 101633.2** Managing Cities: History and Theory
- 101314.3** Urban Management Practice: Governance and Power in the City

Spring session

Choose two of

- 101636.2** Developing Sustainable Places
101315.3 Financing Cities in the Global Economy
101634.2 Planning and Environmental Regulation

Year 2**Autumn session**

And one elective (with the approval of the Director of Academic Program/Course Advisor)

- 101635.2** Urban Planning Placement Project

Part-time for mid-year intake**Year 1****Spring session**

- 101636.2** Developing Sustainable Places
101315.3 Financing Cities in the Global Economy

Autumn session

- 101633.2** Managing Cities: History and Theory
101314.3 Urban Management Practice: Governance and Power in the City

Year 2**Spring session**

- 101634.2** Planning and Environmental Regulation

Autumn session

- 101635.2** Urban Planning Placement Project

Graduate Certificate in Urban Management and Planning**1676.2**

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

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

Study Mode

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

Location

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

Admission

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

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

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

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to UWS should also use the information provided on the UAC website.

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

International students applying to UWS through UWS International can find details of minimum English proficiency requirements and acceptable proof on the UWS International 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 40 credit points including the units listed in the recommended sequence below.

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

- 101633.2** Managing Cities: History and Theory
101314.3 Urban Management Practice: Governance and Power in the City

Spring session

Choose two of

- 101636.2** Developing Sustainable Places
101315.3 Financing Cities in the Global Economy
101634.2 Planning and Environmental Regulation

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

Choose one of

- 101633.2** Managing Cities: History and Theory
- 101314.3** Urban Management Practice: Governance and Power in the City

Spring session

Choose one of

- 101636.2** Developing Sustainable Places
- 101315.3** Financing Cities in the Global Economy
- 101634.2** Planning and Environmental Regulation

Year 2**Autumn session**

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

- 101633.2** Managing Cities: History and Theory
- 101314.3** Urban Management Practice: Governance and Power in the City

Spring session

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

- 101636.2** Developing Sustainable Places
- 101315.3** Financing Cities in the Global Economy
- 101634.2** Planning and Environmental Regulation

Unit Sets

Specialisation - Studies in Art Therapy

ST1000.1

Location

| Campus | Mode |
|----------------|----------|
| Penrith Campus | Internal |

Unit Set Structure

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

Master of Social Science Core Units

| | |
|--------------------------|---|
| 400421.2 | Research Methods for Humanities and Social Sciences |
| 400585.2 | Theories of the Social |
| 400586.2 | Integrating Theory, Research and Practice |

Studies in Art Therapy Specialisation Units

| | |
|--------------------------|---|
| 101303.2 | Art Therapy: Histories, Theories, Groups |
| 101304.2 | Art Therapy: Application to Client Groups |

Specialisation - Studies in Counselling

ST1001.1

Location

| Campus | Mode |
|----------------|----------|
| Penrith Campus | Internal |

Unit Set Structure

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

Master of Social Science Core Units

| | |
|--------------------------|---|
| 400421.2 | Research Methods for Humanities and Social Sciences |
| 400585.2 | Theories of the Social |
| 400586.2 | Integrating Theory, Research and Practice |

Studies in Counselling Specialisation Units

| | |
|--------------------------|---------------|
| 101506.2 | Counselling 1 |
| 101507.2 | Counselling 2 |

Specialisation - Urban Studies

ST1002.1

Location

| Campus | Mode |
|----------------|----------|
| Penrith Campus | Internal |

Unit Set Structure

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

Master of Social Science Core Units

| | |
|--------------------------|---|
| 400421.2 | Research Methods for Humanities and Social Sciences |
| 400585.2 | Theories of the Social |
| 400586.2 | Integrating Theory, Research and Practice |

Urban Studies Specialisation Units

The following units are offered at Parramatta CBD

| | |
|--------------------------|---|
| 101633.2 | Managing Cities: History and Theory |
| 101314.3 | Urban Management Practice: Governance and Power in the City |
| 101636.2 | Developing Sustainable Places |
| 101315.3 | Financing Cities in the Global Economy |

Units

101681.2 Abnormal Psychology

Credit Points 10 **Level** 3

Assumed Knowledge

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

Prerequisite

101184.2 Psychology: Human Behaviour AND **101183.2** Psychology: Behavioural Science

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.

.....

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.

101482.3 Accreditation Studies

Credit Points 10 **Level** 7

Equivalent Units

A7457 - Accreditation Studies

Special Requirements

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

.....

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

101689.2 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

100013.3 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.

101541.2 Advanced Topics in Psychology

Credit Points 10 **Level** 4

Special Requirements

Students must be enrolled in 1500 Bachelor of Psychology: Specialist Fourth Year or 1502 Postgraduate Diploma of Psychology.

.....

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

101651.1 Applied Imagination

Credit Points 10 **Level** 7

.....

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

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

101239.3 Applied Research Project

Credit Points 30 **Level** 7

Assumed Knowledge

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

Prerequisite

[101814.2](#) Clinical Research Methods

Equivalent Units

100474 - Applied Research Project and Thesis

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology)

.....

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

101304.2 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

[101303.2](#) Art Therapy: Histories, Theories, Groups

Equivalent Units

56154 - Art Therapy Theory and Practice 3

.....

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

101303.2 Art Therapy: Histories, Theories, Groups

Credit Points 20 **Level** 7

Incompatible Units

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

.....

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

101827.2 Audiovisual Translation: Subtitling and Captioning

Credit Points 10 **Level** 7

Assumed Knowledge

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

Prerequisite

[101695.2](#) Introduction to Interpreting PG OR [101696.2](#) Introduction to Translation PG

.....

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

101028.1 Behaviour Management

Credit Points 10 **Level** 7

Equivalent Units

100337 - Proactive Approaches to Understanding and Managing Challenging Behaviour

Special Requirements

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

.....

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

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

101684.3 Brain and Behaviour

Credit Points 10 **Level** 2

Equivalent Units

100931 - Neuroscience

.....

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.

101868.1 Business Interpreting

Credit Points 10 **Level** 7

Assumed Knowledge

Students should have at least an intermediate level of specialised technical skills necessary for the different modes of interpreting: dialogue, consecutive, simultaneous, and sight translation, before attempting this unit.

Corequisite

101695.2 Introduction to Interpreting PG

.....

The unit builds student skills in different settings of business interpreting, from formal business meetings to on-site work in production units to business social activities. Interpreting skills are honed through practice utilising live, media and internet input. The unit also examines the complexity of the interpreter's role and the interrelationship between business ethics and interpreting ethics when interpreters function as members of a business team.

101210.3 Child Clinical Psychology

Credit Points 10 **Level** 7

Equivalent Units

100467 - Clinical Problems in Children and Adolescents

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology)

.....

This unit introduces the nature, assessment and treatment of psychological disorders in children and adolescents. Students will examine the diagnostic classification, epidemiology and aetiology of common psychological problems, including anxiety disorders, depression, behaviour disorders, learning disabilities, and attention-

deficit disorder. The theoretical and empirical foundations of a range of cognitive and behavioural techniques will be discussed, along with a number of major conceptual and practical issues in the treatment of psychological disorders in childhood and adolescence.

101577.3 Classrooms Without Borders

Credit Points 10 **Level** 7

Equivalent Units

101116 - Issues in Aboriginal Education

Special Requirements

This unit is offered at a postgraduate level for Education students or students enrolled in 1663 - Master of Teaching (Primary), 1633 - Graduate Diploma in Educational Studies (Primary) (exit only), 1651 - Bachelor of Arts (Primary). Students enrolled in 1651 - Bachelor of Arts (Pathway to Teaching Primary) who must have completed 100 credit points before they can undertake this unit. Students must have completed Child Protection training and prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 OR a Working with Children Check Student Declaration after 1 June 2010.

.....

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

101815.2 Clinic Placement A

Credit Points 10 **Level** 7

Assumed Knowledge

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

Equivalent Units

100803 - Psychology Placement 1

Special Requirements

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

.....
The Campbelltown Campus offering for this unit is located at Lifeline Macarthur, 13 McPherson Road, Narellan, for more information please contact the unit coordinator. This introductory placement unit is designed to allow students to begin to apply the theoretical knowledge and skills they have gained in the following units: Core Skills & Ethical Practice; Psychological Assessment; Clinical Psychopathology 1 and Psychological Interventions 1.

101816.1 Clinic Placement B

Credit Points 20 **Level** 7

Assumed Knowledge

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

Equivalent Units

100803 - Psychology Placement 1

Special Requirements

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

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The Campbelltown Campus offering for this unit is located at Lifeline Macarthur, 13 McPherson Road, Narellan, for more information please contact the unit coordinator. This introductory placement unit is designed to allow students to begin to apply the theoretical knowledge and skills they have gained in the following units: Core Skills & Ethical Practice; Psychological Assessment; Clinical Psychopathology 1 and Psychological Interventions 1.

101220.2 Clinical Health Psychology

Credit Points 10 **Level** 7

Prerequisite

101213.3 Psychological Interventions 1

Equivalent Units

B7635 - Clinical Health Psychology

Special Requirements

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

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In this unit students acquire an understanding of how biological, psychological, and social factors interact in health and illness, and how the principles and intervention strategies of clinical psychology can be applied to the management of physical disorders. The practice of this branch of clinical psychology requires an understanding of

the biological, psychological, and social characteristics of people with chronic and acute illness, their symptoms, the medical interventions they encounter, and the appropriate psychological interventions to help manage their conditions and enhance quality of life.

101817.2 Clinical Neuropsychology and Psychopharmacology

Credit Points 10 **Level** 7

Prerequisite

101811.2 Psychological Assessment

Equivalent Units

101218 - Clinical and Forensic Neuropsychology

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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 psychologists. The functional neuroanatomy of the brain will be discussed, with consideration of basic neuroanatomy, vascular systems and neurochemistry. The nature of the cognitive systems involved in attention, memory, language, spatial processing, and executive functions will be reviewed, with discussion of the neuropsychological assessment of each of these systems. The application of neuropsychological theories and methods in clinical psychological practice will be explored, with consideration of a range of developmental and acquired disorders, neuropsychiatric disorders and other common conditions. Ethical and professional issues in clinical neuropsychological practice will be discussed. The unit also includes coverage of mechanisms of psychoactive drug action and the classification, use and efficacy of common psychopharmacological agents for psychological disorders.

101812.2 Clinical Psychopathology 1

Credit Points 10 **Level** 7

Equivalent Units

101212 - Clinical Psychopathology, 100466 - Advanced Psychopathology

Special Requirements

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

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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.

101813.2 Clinical Psychopathology 2

Credit Points 10 **Level** 7

Prerequisite

101812.2 Clinical Psychopathology 1

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology)

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This unit continues the study of clinical psychopathology. Students will examine the nature and assessment of a range of complex psychopathological syndromes, including schizophrenia and other psychotic disorders; eating disorders; personality disorders; substance-related disorders; dissociative disorders; and sexual and gender identity disorders.

101814.2 Clinical Research Methods

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate level research design, methods, and analysis.

Equivalent Units

100472 - Advanced Research Design

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology)

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A capacity to understand and critique published empirical research findings, and evaluate the effectiveness and outcomes of therapeutic interventions and treatment programs is essential to the professional psychologist as a scientist-practitioner. This unit assumes a good grasp of undergraduate level research methods and equips students with advanced skills in utilising the research literature to guide and enhance their professional practice; design interventions to test clinically relevant hypotheses; design and implement program evaluations; and critically evaluate the effectiveness of interventions and programs based on empirical evidence. It includes instruction in quantitative and qualitative methods; research design, including single case design; and methods of data analysis.

101784.2 Clinical Studies (Art Therapy)

Credit Points 20 **Level** 7

Assumed Knowledge

Knowledge of art therapy and/or counselling theory and practice and professional practice in a clinical context.

Prerequisite

101303.2 Art Therapy: Histories, Theories, Groups AND **101304.2** Art Therapy: Application to Client Groups AND **101506.2** Counselling 1 AND **101507.2** Counselling 2

Equivalent Units

101508 - Clinical Studies

Special Requirements

Criminal Records and Prohibited Employment Declaration which are completed on enrolment in 4595 Master of Art Therapy.

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This unit aims to develop clinical practice skills for students enrolled in the Master of Art Therapy. The unit will involve preparation for the field placements and group supervision of casework and issues arising from the placements. The unit involves 375 hours of clinical placement working under the guidance of a clinical supervisor from the professional background.

101786.1 Clinical Studies (Counselling)

Credit Points 20 **Level** 7

Assumed Knowledge

Knowledge - Counselling theory and practice and professional practice in a clinical context.

Prerequisite

101506.1 Counselling 1 AND **101507.1** Counselling 2

Equivalent Units

101508 - Clinical Studies

Special Requirements

Criminal Records and Prohibited Employment Declaration which are completed on enrolment in 1647 Graduate Diploma in Counselling.

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This unit aims to develop clinical practice skills: 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. Students will undertake 150 placement hours.

101677.3 Cognitive Processes

Credit Points 10 **Level** 3

Assumed Knowledge

Basic understanding of core concepts of cognition, perception and biological psychology

Prerequisite

101183.2 Psychology: Behavioural Science

Equivalent Units

100016 - Human Learning and Cognition

Special Requirements

Prerequisites will not apply to students enrolled in 1630 Graduate Diploma of Psychological Studies.

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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.

101845.1 Community and Social Services Translation (PG)

Credit Points 10 **Level** 7

Assumed Knowledge

Sufficient proficiency in English plus one other language at native or near-native level.

Equivalent Units

A7462 - Community Translation; 100924 - Community Translation PG

Special Requirements

Students must be bilingual in the language combinations offered by the School.

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This unit aims to develop skills in translation particularly into English in a number of specialised fields: institutional information; documents; medical and legal information; special event literature and advertising and material relevant to special groups (e.g., temporary visitors to sporting events and trade exhibitions). The aim of the unit is for students to develop skills in producing target texts in styles appropriate to specific groups and communities, and to the content and function of the source text. The unit also aims to develop skills in researching and using appropriate specialist terminology, editing and revising, and producing camera-ready documents. On the basis of these skills, the unit is to further develop students' ability to reflect upon translation in terms of strategies and appropriateness in relation to the target audience as well as make critical written and oral assessment of relevant translations. The unit will be available, depending on sufficient demand, for Arabic, Japanese, Mandarin and Spanish.

101826.2 Conference Interpreting

Credit Points 20 **Level** 7

Assumed Knowledge

Bilingual competence.

Equivalent Units

100923 - Conference Interpreting. A7461 - Conference Interpreting. 101436 - Conference Interpreting 1.

Special Requirements

Students must be enrolled in one of the Postgraduate courses listed below or, if a non award student, be a practising interpreter.

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Conference Interpreting is a highly complex activity which requires a high level of bilingualism, expertise in a variety of interpreting skills and knowledge of specialised discourse and contextual issues that relate to international fora. This unit aims to introduce students to the theory and practice of Conference Interpreting. The theoretical concepts that underpin Interpreting will be taught and become the basis for all practical work.

101627.1 Connecting Communities in Early Childhood Education

Credit Points 10 **Level** 7

Equivalent Units

100308 - Collaborative Relationships

Special Requirements

This unit is only available to Education students. Students in this unit undertake a placement in a children's service. Prior to enrolling in this unit students must have successfully completed an approved Child Protection Workshop and submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010. Undergraduate students must have successfully completed 60 credit points.

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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, field visits, reflexivity and research, students will collaborate with services in developing resources/projects suitable to the needs and focus of the service. The focus is on developing and refining effective communication and professional collaborative partnerships with families, staff and children. This unit includes ten days of field visits to an early childhood service.

101426.2 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.

101810.2 Core Skills and Ethical Practice

Credit Points 10 **Level** 7

Equivalent Units

100459 - Core Skills and Ethical Practice, 101209 - Core Skills: Counselling and Ethical Practice

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology)

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In this unit students acquire basic counselling and intervention skills, and familiarity with the ethical, legal, and professional aspects of psychological practice. The theoretical underpinnings of evidence-based intervention strategies and ethical practice are critically examined, and students develop their professional understanding of the codes and guidelines of the Australian Psychological Society and Psychology Board of Australia, and the relevant State and Commonwealth Acts and Regulations of Parliament. Major practice problems faced by psychologists and modes of resolution acceptable within the profession are considered.

101506.2 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 open to students enrolled in the Master of Social Science program, with the proviso that students should be aware that the unit is challenging at an emotional, as well as an intellectual, level.

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Counselling 1 is a foundational unit for postgraduate counselling and therapeutic studies. It forms the first part of a 40 credit point sequence undertaken during the first year. Counselling 1 presents the foundational skills necessary for the successful inception of a productive counselling relationship. The sequenced, progressive presentation of these skills via experiential learning is framed by the simultaneous presentation of key theoretical concepts relevant to the skills in question. Students will be required to analyse the features of their own personalities, and to reflect on feedback that they receive from others in the role of counsellor, in order to develop the self-awareness and sensitivity necessary for this professional role.

101507.2 Counselling 2

Credit Points 20 **Level** 7

Prerequisite

101506.2 Counselling 1

Equivalent Units

101433 - Skills in Counselling 1, 53010 - Counselling: Principles and Paradigms in Practice, 56160 - Theoretical Approaches to Therapy, 400486 - Psychotherapy for Arts Therapists

Special Requirements

This unit is specifically designed for students selected to study counselling and art therapy at postgraduate level. It is open to students enrolled in the Master of Social Science program, with the proviso that students should be aware

that the unit is challenging at an emotional, as well as an intellectual, level.

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Counselling 2 is a foundational unit for postgraduate counselling and therapeutic studies. It forms the second part of a 40 credit point sequence undertaken during the first year. Counselling 2 offers further practice in foundational counselling skills introduced in Counselling 1. In addition, students are introduced to skills appropriate to the unfolding counselling relationship, those that involve an authentic 'encounter' between counsellor and client. Continued skills practice in triads is required, plus completion of eight sessions of counselling with a volunteer client who has already studied in this, or a similar, program. Assessment tasks will require in-depth analysis of the student's skills and counter-transference in an unfolding counselling relationship. Theoretical perspectives will include concepts of problem-formation and change facilitation across the major paradigms; and stages and change-points in the adult life cycle, with appropriateness of varying therapeutic models to each stage.

101247.2 Counselling and Consultation

Credit Points 10 **Level** 4

Equivalent Units

100457 - Counselling and Collaborative Consultation 1

Special Requirements

Students must be enrolled in 1500 Bachelor of Psychology or 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.

101443.3 Creative Music Therapy Practicum 1

Credit Points 20 **Level** 7

Prerequisite

101445.3 Music Therapy Skills 1

Corequisite

100912.3 Music Therapy Theory and Practice 1

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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.

101444.4 Creative Music Therapy Practicum 2

Credit Points 20 **Level** 7

Prerequisite

101446.4 Music Therapy Skills 2

Corequisite

100911.4 Music Therapy Professional Practice

Special Requirements

Students must be enrolled in 1650 Master of Creative Music Therapy.

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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 within a multidisciplinary team. Students will compose and record an instrumental piece for therapy.

101098.1 Curriculum for Under Threes

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in courses 1625 Master of Teaching (Early Childhood), 1631 Graduate Diploma in Educational Studies (Early Childhood), 1673 Master of Teaching (Birth-12 years), 1672 Master of Teaching (Birth-5years) or 1691 Master of Teaching (Birth-5years/Birth-12years). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood) programme. Students must have completed Child Protection training.

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This unit examines the role of families and communities in children's learning and emphasizes the essential role of partnerships in the provision of meaningful curriculum for young children. It also examines approaches to observing and documenting children's learning in ways that celebrate children's competencies and build connections between children, families and educators while also identifying any areas where children may require additional assistance. Curriculum for under threes also includes the role of interactions, play experiences and culturally responsive routines in the provision of learning environments for under threes.

101660.1 Curriculum Futures

Credit Points 10 **Level** 7

Equivalent Units

100694 - Leading Curriculum Change

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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.

101636.2 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.

101682.4 Developmental Psychology

Credit Points 10 **Level** 3

Assumed Knowledge

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

Special Requirements

Prior to enrolling in this unit students must have submitted a Working with Children Check.

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Note: The unit offerings for the 1H and 2H Teaching Periods at Bankstown and Penrith campuses listed above are available only for students enrolled in courses 1670 - Bachelor of Education (Birth - 5 years) and 1615 - Bachelor of Early Childhood Studies (Child and Family). Please note that enrolments will be monitored and students who are not enrolled in courses 1670 or 1615 will be required to withdraw from 1H/2H and enrol in one of the alternative Teaching Periods listed above. Structured around an overview of lifespan development including diversity, this unit explores the holistic nature of growth and development through developmental theory and research. This unit highlights the interactive nature of three main areas of development: biological, cognitive, and psychosocial changes that affect the individual from conception to end of life. The unit encourages observation as a means for understanding development and promoting individuals well being. An understanding of indigenous development will be integrated into the unit alongside an appreciation of richness in diversity within various cultural contexts.

100530.3 Developmental Psychopathology

Credit Points 10 **Level** 4

Equivalent Units

B7604 - Developmental Psychopathology

Special Requirements

Students must be enrolled in 1500 Bachelor of Psychology or 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.

101838.1 Display

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in Master of Arts in Cultural and Creative Practice.

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This unit will involve a reflection on practice-based research in the arts. It will involve a consideration of how various art-forms might interact and inform one another. There will, then, be a focus on interdisciplinary interaction in the arts: across music, visual arts, and writing, with a strong interest in the potentials of new media. We will, in the course of the unit, engage with material at the Museum of Contemporary Arts and relate aspects of it to events staged by the Sydney Consortium.

101641.1 Diversity, Social Justice and Equity

Credit Points 10 **Level** 7

Equivalent Units

100979 - Diversity, Social Justice and Schooling, 100341 - Social Justice Issues in Secondary Schooling

Special Requirements

This is a unit offered at post graduate level for Education students. The unit is not available as an elective in any undergraduate program. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010 and completion of child protection requirements.

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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.

101107.2 Early Childhood Professional Experience 1

Credit Points 10 **Level** 7

Special Requirements

Students must complete Child protection training prior to placement. Students must reach a passing standard in the Professional Literacy Assessment Test prior to placement.

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This unit includes lead-in visits and a block placement in a child care centre with children birth to two years of age. In this unit students will interact and build relationships with children, with the staff who care for them in centre based care, and with children's families. Students will apply their knowledge of curriculum and processes of documentation to plan learning experiences and learning environments, evaluate outcomes, document children's learning and reflect on teaching strategies.

101108.2 Early Childhood Professional Experience 2

Credit Points 10 **Level** 7

Special Requirements

This is a professional experience unit for Education students. Students must have completed Child Protection training prior to placement.

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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

Successful completion of 60 credit points (Undergraduate Students)

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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.

101578.3 Education, Knowledge, Society and Change

Credit Points 10 **Level** 7

Equivalent Units

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

Special Requirements

This unit is offered at a postgraduate level for Education students or students enrolled in 1663 - Master of Teaching (Primary), 1633 - Graduate Diploma in Educational Studies (Primary) (exit only), 1651 - Bachelor of Arts (Primary). Students in 1651 Bachelor of Arts (Pathway to Teaching Primary), who must have completed 100 credit points before they can undertake this unit.

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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.

101613.4 Educational Psychology for Primary Teaching

Credit Points 10 **Level** 7

Equivalent Units

101287 - Educational Psychology for Primary Teaching, 100184 - Psychology for Teaching, 101308 - Educational Psychology for Teaching (AREP)

Special Requirements

Students must be enrolled in course 1633 Graduate Diploma in Educational Studies (Primary) (exit only), 1651 Bachelor of Arts (Pathway to Teaching Primary) or 1663 Master of Teaching (Primary). Students in Course 1651 must have completed 100 credit points. Students must have completed Child Protection training and prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 OR a Working with Children Check Student Declaration after 1 June 2010.

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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.

100487.4 Empirical Research Methods Seminar

Credit Points 20 **Level** 4

Assumed Knowledge

This unit is taught on the assumption that all students have a statistical competence to the level of between-units multi-way analysis of variance, bivariate regression analysis, and basic non-parametric procedures (including correlational procedures). This includes demonstrated computational ability using the statistical package SPSS.

Special Requirements

Students must be enrolled in courses 1502 Postgraduate Diploma of Psychology or 1500 Bachelor of Psychology Specialist year of study.

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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.

100488.3 Empirical Research Project

Credit Points 30 **Level** 4

Special Requirements

Students must be enrolled in courses 1502 - Postgraduate Diploma of Psychology or 1500 - Bachelor of Psychology Specialist Study.

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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 requires students to implement curriculum with children and therefore is restricted to students enrolled in courses 1625 Master of Teaching (Early Childhood), 1631

Graduate Diploma in Educational Studies (Early Childhood), 1673 Master of Teaching (Birth-12 years), 1672 Master of Teaching (Birth-5years) and 1691 Master of Teaching (Birth-5years/Birth-12years). Students must have completed Child Protection training.

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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. There will be focus on interest-based experience and projects that integrate curriculum areas of maths, science, literacy and human society. Students will also examine strategies for organising the total learning environment in ways that cater for diverse interests, multiple intelligences and the need for a balance of active and quiet experiences. Given the increasing focus on preschool education and transition to school students will also explore issues related to school readiness and transition to school.

101825.2 English Linguistics for TESOL

Credit Points 10 **Level** 7

Corequisite

101697.2 TESOL Methodology and Curricula

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This unit provides students with a linguistics background, including English grammar, necessary to excel in English language teaching and assessment. Encompassing the areas of syntax, semantics, morphology, phonology and phonetics, the unit equips students with the technical vocabulary of linguistics and pedagogical grammar as well as the analytical skills necessary to identify and describe both the English language and patterns of performance by second and bilingual language learners. These foundational skills prepare students for success in language teaching, assessment and second language research.

101653.1 Environmental Education and Advocacy

Credit Points 10 **Level** 7

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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.

400417.2 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.

100013.3 Experimental Design and Analysis

Credit Points 10 **Level** 2

Prerequisite

101183.2 Psychology: Behavioural Science

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.

101315.3 Financing Cities in the Global Economy

Credit Points 10 **Level** 7

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Financing the large amounts of physical infrastructure required to keep cities running and growing at a time when many governments, who have been the traditional providers of this infrastructure, face financial constraints is a key challenge for urban managers. In order to be able to enter into the debate about financing cities it is important to develop a basic financial literacy and to understand the framework of public finance in Australia and elsewhere. This course undertakes both these tasks as well as providing a rigorous introduction to public private partnerships (PPPs) - seen by many as a key source of infrastructure financing. Lastly, the course undertakes a detailed case study in the economics of development which enables participants to practice their financial skills in a familiar urban context.

101103.2 Fostering Creativity in Children's Learning

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in courses 1673 Master of Teaching (Birth-12 years), 1672 Master of Teaching (Birth-5years) and 1691 Master of Teaching (Birth-5years/Birth-12years). Students must have completed Child Protection training.

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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 (0-5 years) and school contexts (5-12 years). Collaborative learning and reflective practices are the key operating principles of the unit. The unit will encompass creativity both as it relates to the arts as well as its critical role in fostering creative thinking and practices. Students will explore the relevance of the arts in the development of children's play; and will engage with appropriate information and communication technologies for learning in the arts. The unit provides an understanding of the importance of the art forms both as powerful teaching and learning approaches across the early childhood and primary years and as creative arts in their own right.

100868.2 Foundations of Modern Australia

Credit Points 10 **Level** 1

Equivalent Units

100246 - Australian Colonial History

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This unit introduces students to the history of the 18th and 19th century foundations of modern Australia, and to the social, economic, political and cultural events that shaped Australian social and political institutions. Students will be

encouraged to consider the process of historical change within an historiographical framework and will use primary sources to explore some of these debates.

101785.2 Further Clinical Studies (Art Therapy)

Credit Points 20 **Level** 7

Prerequisite

101784.2 Clinical Studies (Art Therapy)

Equivalent Units

101509 - Further Clinical Studies

Special Requirements

Criminal Records and Prohibited Employment Declaration which are completed on enrolment in 4595 Master of Art Therapy.

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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 working under the guidance of a clinical supervisor. It will involve group supervision of casework and in-depth discussion of issues arising from placements.

101787.1 Further Clinical Studies (Counselling)

Credit Points 20 **Level** 7

Assumed Knowledge

Previous completion of Clinical Placement in Clinical Studies.

Prerequisite

101786.1 Clinical Studies (Counselling)

Equivalent Units

101509 - Further Clinical Studies

Special Requirements

Criminal Records and Prohibited Employment Declaration which are completed on enrolment in 1647 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 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

This unit is only available to Education students. Students are required to complete visits to an early childhood setting and must have completed Child Protection training prior to placement.

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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. The unit includes a 10 day professional experience placement.

101676.2 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.

101196.2 Human Performance in Applied Psychology

Credit Points 10 **Level** 4

Equivalent Units

B7608 - Applied Sport Psychology

Special Requirements

Students must be enrolled in 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 that arise in the practice of general psychology.

101834.1 Idea

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in Master of Arts in Cultural and Creative Practice.

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This unit will focus on critical theory as it is applied to literature and other kinds of creative practice, and the ways in which these practices interact with cultural contexts. The unit will shift between classical views of cultural practice (especially those developed by the Greeks) and contemporary theory. An overview of various theoretical perspectives will be offered before turning to the analysis of particular, important, theoretical texts. These texts will focus on creative practice or cultural practice more generally, and provide students with tools which will help them to develop sophisticated understandings of the nature of creative practice.

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

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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.

101286.2 Inclusive Teaching for Effective Learning

Credit Points 10 **Level** 7

Equivalent Units

100172 - Inclusive Education Practices, 100742 - Inclusive Educational Practices - AREP

Special Requirements

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

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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 to individual developmental needs. This unit provides a foundation of knowledge and practice that facilitates development of appropriate and inclusive attitudes and skills for teaching students with special needs in the main stream. In particular, the capacity to structure individualised education and behaviour management programs will be developed drawing on practical experiences and a broad familiarity with the field.

100703.1 Independent Study 1

Credit Points 10 **Level** 7

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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

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 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.

101546.2 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

Students must be enrolled in a postgraduate course.

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.

101547.2 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

Students must be enrolled in a postgraduate course.

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.

101550.2 Integrated Marketing Communication

Credit Points 10 **Level** 7

Assumed Knowledge

Computer literacy.

Special Requirements

Students must be enrolled in a postgraduate course.

Integrated Marketing Communication breaks down the traditional advertising, public relations, and marketing paradigms by challenging practitioners to apply the optimum mix of media and message to motivate the target audience to act. IMC is a key component of marketing strategy and management; therefore, its management is critical to the success of brands. The impact of the Internet and now Web 2.0 support the need to embrace integrated marketing communications as a comprehensive approach to reach target audiences on their terms. The unit encourages students to produce a range of strategies to foster critical enquiry and intellectual debate in the new discipline of Integrated Marketing Communication.

400586.2 Integrating Theory, Research and Practice

Credit Points 20 **Level** 7

Prerequisite

400421.2 Research Methods for Humanities and Social Sciences AND **400585.2** Theories of the Social

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.

A7456.3 Interpreting and Translation Professional Practicum (PG)

Credit Points 10 **Level** 7

Assumed Knowledge

Students need to be bilingual.

Corequisite

100916.2 Legal Interpreting AND **100917.2** Specialised Translation (PG) AND **100922.2** Medical Interpreting (PG) AND **100924.1** Community Translation (PG)

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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.

100193.2 Interpreting Skills

Credit Points 10 **Level** 2

Assumed Knowledge

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

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This is a core component of the Bachelor of Arts (Interpreting and Translation) and a pool unit in some postgraduate courses. The unit is aimed at developing essential skills in interpreting and deals with the specialised technical skills necessary for the different modes of interpreting: dialogue, consecutive, simultaneous, and sight translation. Given the large amount of independent practice needed to develop competence in interpreting, it pays special attention to the teaching of techniques for autonomous learning. Lectures are held in English for students of all the languages available. The tutorials are language specific in Arabic, Japanese, Mandarin or Spanish.

101695.2 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

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This is the core unit for students in postgraduate coursework programs in Interpreting and Translation. It

introduces students to translation theory and practice of Interpreting. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Chinese (Mandarin) and Spanish.

101639.1 Introduction to Teaching and Learning

Credit Points 10 **Level** 7

Equivalent Units

100972 - Pedagogies for Learning

Special Requirements

This is a unit offered at post graduate level for Education students. The unit is not available as an elective in any undergraduate program. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 OR a Working with Children Check Student Declaration after 1 June 2010 and completion of child protection requirements.

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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.

101696.2 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

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This is a core unit for students in postgraduate coursework programs in Interpreting and Translation. It introduces students to the theory and practice of Translation. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin and Spanish.

100919.2 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 unit is intended for Linguistics Honours students as well as TESOL and Interpreting and Translation Postgraduate students aiming 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 students intending to undertake further studies and/or research in the Linguistics and SLA area and also serves the TESOL and languages teachers interested in applying SLA-based knowledge to language learning, pedagogy and classroom research.

101802.1 Investigating with Mathematics, Science and Technology

Credit Points 10 **Level** 7

Equivalent Units

101104 - Mathematics, Science & Technology 0-8

Special Requirements

This unit is for Education students only. Students must have completed a Working with Children Check or Prohibited Employment Declaration.

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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 BOS syllabus documents.

101854.1 Language and Linguistics Research Methods

Credit Points 10 **Level** 7

Equivalent Units

A7444 - Language and Linguistics Research Methods

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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.

101297.2 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

Students must be enrolled in 1595 - Master of Arts (TESOL), 1635 - Graduate Diploma in TESOL, 1636 - Graduate Certificate in TESOL, or 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

Special Requirements

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

This unit examines the theory and practice of teaching. Students will develop skills in planning, implementing and evaluating classroom teaching strategies and learning experiences to meet primary school students' curriculum needs. Analysis of various classroom organisation and management strategies that focus on classroom dynamics, will assist the students in developing philosophies of teaching and learning. It explores how theory and research underpin and inform curriculum development and pedagogical practice. Integrated in the learning will be the use of information technologies.

100916.2 Legal Interpreting

Credit Points 10 **Level** 7

Assumed Knowledge

Bilingual competence in English and one of the languages offered by the School.

Equivalent Units

A7459 - Legal Interpreting

Legal interpreting is a highly complex process that requires specialised training in interpreting techniques, litigation tactics, legal language and the legal system. This unit is a compulsory unit for students in the BA (Interpreting and Translation) course. It can also be offered to practising interpreters who wish to improve and perfect their knowledge and skills in legal interpreting. It aims to provide students with the theoretical background and the opportunity to develop the interpreting skills necessary to operate at the NAATI professional level as a court interpreter. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin and Spanish.

101803.1 Literacy in the Early Years

Credit Points 10 **Level** 7

Equivalent Units

100314 - Literacy Learning in Early Childhood 1, 100315 - Literacy Learning in Early Childhood 2, 101106 - Literacy 0-8

Special Requirements

This unit is for Education students only. Students are required to complete observations and planning and must have completed Child Protection training. Undergraduate students in the Bachelor of Education (Birth – 5 Years) must have completed 60 credit points. Students must have completed Child Protection training and Working with Children Check or Prohibited Employment Declaration.

This unit focuses on issues relating to the language and literacy development of young children in the years birth to eight. It investigates the nature and processes of literacy learning, including listening, speaking, reading, writing, spelling, drawing, visual and critical literacies in children's daily lives in diverse contexts. The unit includes processes for teaching beginning readers and the use of a range of children's literature to promote children's language and literacy learning. There is a strong focus on the role of early childhood educators in assessing children's language and

literacy learning and planning experiences that incorporate children's home literacies and build on children's strengths.

100925.2 Literary Translation

Credit Points 10 **Level** 7

Assumed Knowledge

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

Equivalent Units

A7463 - Literary Translation

Special Requirements

Students need to be bilingual in the language combinations offered by the school.

This unit aims to develop in students an appreciation of different literary genres in English and in their other language (LOTE) with an emphasis on stylistic and cultural issues to provide a basis for literary translation. The unit will cover literary translation theory and introduce relevant strategies to be applied in practice. The class will be non-language specific, but students will be expected to work from and into their language other than English.

101630.1 Managing Child and Family Services

Credit Points 10 **Level** 7

Equivalent Units

101101 - Children's Services: Management and Administration

This unit explores management and leadership in early childhood settings. Managing the day to day operation of complex social organisations such as early childhood settings and navigating a pathway toward the future requires the development of micro and macro management skills that are nuanced and finely tuned to the socio-political context in which services are located. This unit explores management theory and practice in the context of early childhood settings with a focus on building relationships and influencing others, and organisational planning and change management.

101633.2 Managing Cities: History and Theory

Credit Points 10 **Level** 7

Equivalent Units

101310 - Metropolitan Structures: Cities in Transformation

This unit concerns philosophical thought and critical thinking in public planning. It develops an understanding of planning theories and examines past and present trends in this area. It reviews the theoretical frameworks for an insight into planning processes and analyses the economic, spatial and socio-political dimensions of activities involved.

101839.1 Masters Project

Credit Points 20 **Level** 7

Special Requirements

Students must be enrolled in Master of Arts in Cultural and Creative Practice.

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The masters project provides the opportunity for students to undertake a major research project in a selected area under academic supervision. The thesis (12,000 words) may be presented in a written, rationally-argued format. Alternatively, it may be of a non-standard project (eg. Video, script, poetry, fiction) if certain conditions are met including presentation of a 3,000 word research essay giving a critical exposition of the project in a written, rationally-argued form. This unit is to be completed in two sessions.

101745.2 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

101423.2 Media Project Proposal

Equivalent Units

101424 - Media Production

Special Requirements

Students must have previously developed a convergent media concept in unit 101423 Media Project Proposal.

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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.

101423.2 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.

100922.2 Medical Interpreting (PG)

Credit Points 10 **Level** 7

Equivalent Units

A7460 - Medical Interpreting

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This unit aims to develop students' skills and knowledge in interpreting at the Professional level (formerly NAATI Level 3) through the modes of dialogue interpreting, consecutive interpreting, simultaneous interpreting and sight translation in the domain of health services.

101793.2 Methods and Case Studies in Convergent Media

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in a postgraduate course.

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The contemporary media landscape is characterised by the breakdown of traditional media silos and the transformation of media production and consumption practices. Media, marketing and creative professionals are now required to understand and connect with their audiences across multiple media platforms. The aim of this unit is to provide students with an historical, geopolitical and theoretical introduction to convergent media theory and practice/s. Using current media theory, design theories, and research methodologies, students will select, analyse and contextualise case studies. This unit is designed to have a synergistic relation to the unit Theories and Practice in Convergent Media, although it is different in the case studies and topics covered, which vary from semester to semester. These can include iTV, digital games, community media, digital arts, activist networks, social media and cross platform projects.

101743.2 Mobile Media

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in a postgraduate course.

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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.

101678.3 Motivation and Emotion

Credit Points 10 **Level** 3

Prerequisite

101183.2 Psychology: Behavioural Science AND **101184.2** Psychology: Human Behaviour

Special Requirements

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

The study of motivation and emotion attempts to understand why a person engages in certain actions and why he/she has certain feelings and thoughts. In addition to being an interesting topic in its own right, concepts of motivation and emotion are central to many broader aspects of psychology. Therefore, in addition to examining core motivation and emotion research and theory, the unit also explores the topic's relationship with other areas of psychology, and its relevance to central debates discussed throughout the discipline. Emphasis is placed on a critical understanding of the relevant research and its implications for theory and practice.

101671.1 Multiliteracies and Additional Needs

Credit Points 10 **Level** 7

For those with special needs technology enables or enhances communication and demonstration of literacy and numeracy skills. This unit explores models of communication, new literacies, and difficulties in mathematical concepts as they intersect with a range of technologies. Emphasis will be on demonstrating deep knowledge of the literature and demonstrating skills in instructional practices employing technology to support learning, communication, curricular, and instructional access to literacy and numeracy for students with a range of special needs. Students will be expected to critically examine the educational function and efficacy of communication technology, assistive technology, digital and multimedia text, and educational software.

100910.2 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

101445.3 Music Therapy Skills 1 OR **33016.1** Music Therapy Skills 1

Equivalent Units

56152 - Professional Practice (PG)

Music Therapy Method provides a background to the historical development and theoretical underpinnings of music therapy worldwide with an emphasis on Creative Music Therapy. Government legislation and social attitudes that impinge on the delivery of music therapy to the community are discussed. The Constitution and Code of Ethics of the AMTA are outlined. Normal human development through the lifespan is looked at in depth paralleled with studies on developmental disabilities and other disorders. Culture, gender, race, religion and socio-economics are examined within the context of understanding the place of music therapy in society. Counselling and music therapy is introduced. Aspects of self-care for music therapy practitioners and students are addressed.

100911.4 Music Therapy Professional Practice

Credit Points 10 **Level** 7

Prerequisite

100914.4 Music Therapy Theory and Practice 2

Corequisite

101444.4 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. Students must be enrolled in the Master of Creative Music Therapy.

This unit provides students with professional skills in academic, clinical and report writing plus professional presentation skills. Introduced are the philosophical principles, techniques and evaluation in Creative Music Therapy. Students are also introduced to receptive methods of music therapy professional practice as well as being given a background to professional research writing. Aspects of self-care for music therapy practitioners and students are addressed.

101445.3 Music Therapy Skills 1

Credit Points 20 **Level** 7

Corequisite

100910.2 Music Therapy Method

Equivalent Units

33017 - Music Therapy Skills 1

Through a combination of music skills workshop and clinical placement, the unit opens up an exploration of improvisation, instrumental playing, repertoire, song writing, voice work and composition as techniques for music therapy. Listening techniques and the effects of music on human physiology and psychology are explored. Videos of case studies are played to illustrate clinical work. The placement introduces students to the practice of music therapy through observation and work with a registered music therapist (RMT).

101446.4 Music Therapy Skills 2

Credit Points 20 **Level** 7

Corequisite

100914.4 Music Therapy Theory and Practice 2

Special Requirements

Students must be enrolled in 1650 Master of Creative Music Therapy.

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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).

100912.3 Music Therapy Theory and Practice 1

Credit Points 10 **Level** 7

Prerequisite

100910.2 Music Therapy Method

Corequisite

101443.3 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.

100914.4 Music Therapy Theory and Practice 2

Credit Points 10 **Level** 7

Corequisite

101446.4 Music Therapy Skills 2

Special Requirements

This unit is not available as an elective because of the specific nature of clinical work included in the program. Students must be enrolled in the Master of Creative Music Therapy.

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The unit continues the development of skill to draw on concurrent clinical work with adult clients in different clinical situations including psychiatry, palliative care and aged care. Nordoff-Robbins philosophy, clinical studies and musicianship are explored. Different approaches to the study of clinical conditions as well as theories of stress, grief and loss are introduced.

101640.1 Pedagogies in Practice

Credit Points 10 **Level** 7

Prerequisite

101639.1 Introduction to Teaching and Learning

Equivalent Units

101396 - Literacies for Learning

Special Requirements

This is a unit offered at post graduate level for Education students. The unit is not available as an elective in any undergraduate program. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010 and completion of child protection requirements.

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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.

101680.3 Perception

Credit Points 10 **Level** 2

Equivalent Units

100022 - Biological Psychology and Perceptual Processes

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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

101679.2 Personality

Credit Points 10 **Level** 3

Prerequisite

101184.2 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.

101634.2 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.

101647.2 Play Development and Learning

Credit Points 10 **Level** 7

Equivalent Units

100316 - Play Development and Learning

Special Requirements

Undergraduate students must have successfully completed 60 credit points. Students must be enrolled in 1671 Bachelor of Social Science (Pathway to Early Childhood Teaching); 1672/1673 Master of Teaching (Birth-12 Years); or 1691 Master of Teaching (Birth-5/Birth-12 Years). Students must have completed Child Protection training and signed a Prohibited Employment Declaration or Working with Children Check.

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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 Birth-12 years as well as interconnectedness of these key areas. Socio-cultural perspectives in understanding children's development, play, and learning will be emphasized within the unit. An integral part of this unit will be the focus on inquiry, emphasizing a critical approach to play, development and learning, and based upon consideration of diverse perspectives and theoretical orientations. Students will have the opportunity to implement their new learnings in an early childhood setting. This unit includes 10 days of field experience for students in the Bachelor of Social Science Pathway to Early Childhood Studies. Students completing this unit as part of the Master of Teaching Birth-5/Birth-12 Years will be able to use their existing Mteach placement to meet the assessment requirements of this unit.

101642.1 Positive Learning Environments

Credit Points 10 **Level** 7

Equivalent Units

101397 - Psychology for Teaching, 100184 - Psychology for Teaching

Special Requirements

This unit is available only to Postgraduate students in the School of Education. Students must have successfully completed an approved Child Protection workshop and prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010

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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

Special Requirements

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

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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.

101579.1 Primary English and Literacy 1

Credit Points 10 **Level** 7

Assumed Knowledge

Students in this unit would normally have completed a Bachelor's degree and be capable of functioning as self-

directed learners as they work through the course materials. Students should be competent in using basic Office software and internet applications.

Equivalent Units

101285 - English and literacy in K-6 years

Special Requirements

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

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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.

Equivalent Units

100740 - Curriculum Studies 9: Language and Literacy 2; 101494 - Language and Literacy 2 - AREP

Special Requirements

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

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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

Special Requirements

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

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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

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

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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

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

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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.

101576.3 Primary Personal Development, Health & Physical Education (PDHPE)

Credit Points 10 **Level** 7

Equivalent Units

101284 - Curriculum in Practice, 100735 - Curriculum Studies 4: PDHPE (AREP)

Special Requirements

This unit is only available to Education students enrolled in 1663 Master of Teaching (Primary), 1633 Graduate Diploma in Educational Studies (Primary) (Exit Only), 1651 Bachelor of Arts (Pathway to Teaching Primary), 1691 Master of Teaching (Birth - 5 years/Birth - 12 years), 1673 Master of Teaching (Birth - 12 years). Students enrolled in 1651 Bachelor of Arts (Pathway to Teaching Primary) must have completed 100 credit points before they can undertake this unit.

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This unit explores the content and pedagogies of the Primary PDHPE key learning area. Students explore features of quality teaching and student engagement to apply in both theory and practical PDHPE lessons.

101604.1 Primary Professional Experience

Credit Points 10 **Level** 7

Equivalent Units

101109 - Early Childhood Professional Experience 3

Special Requirements

This unit is available only to Postgraduate students in the School of Education. Prior to enrolling in this unit students must have: 1) successfully completed an approved Child Protection Workshop 2) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

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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

Special Requirements

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

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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 OR **101639.1** Introduction to Teaching and Learning

Equivalent Units

100345.1 - Professional Experience I (Secondary)

Special Requirements

Submission of a Prohibited Employment Declaration and completion of child protection requirements. Students must also reach a passing standard in the Professional Literacy Assessment Test prior to placement.

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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.

100978.2 Professional Experience II

Credit Points 10 **Level** 7

Prerequisite

101074.1 Professional Experience 1

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. Students must have completed 40 credit points. Prohibited Employment Declaration and completion of child protection requirements are required.

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Professional Experience II is the second Professional Experience unit of the Master of Teaching (Secondary). It is designed to extend students' 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 in their teaching. The unit focuses on preparing students for the classroom by exploring the issues involved in broadening their perspective in terms of student options and 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.

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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.

101818.2 Professional Placement 1

Credit Points 0 **Level** 7

Assumed Knowledge

Readiness for external placement as assessed in first internal placement in UWS Psychology Clinic.

Equivalent Units

100804 - Psychology Placement 2

Special Requirements

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

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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 3 or 4 placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100 percent attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to develop their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

101819.2 Professional Placement 2

Credit Points 0 **Level** 7

Assumed Knowledge

Readiness for external placement as assessed in first internal placement in UWS Psychology Clinic.

Equivalent Units

100805 - Psychology Placement 3

Special Requirements

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

.....

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101820.2 Professional Placement 3

Credit Points 0 **Level** 7

Assumed Knowledge

Readiness for external placement as assessed in first internal placement in UWS Psychology Clinic.

Equivalent Units

101240 - Master of Psychology Placement

Special Requirements

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

.....

Placements give students the opportunity to gain knowledge and skills in the areas of assessment, therapy and professional conduct. Each student is required to undertake a total of 1000 hours of supervised placement, divided into three or four placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100 percent attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to develop their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

101289.2 Professional Practice I

Credit Points 10 **Level** 7

Corequisite

101581.1 Learning for Teaching

Equivalent Units

100189 - Understanding Learning and Teaching

Incompatible Units

100345 - Professional Experience 1 (Secondary)

Special Requirements

Submission of a Prohibited Employment Declaration and completion of child protection requirements. Students must reach a passing standard in the Professional Literacy Assessment Test prior to placement.

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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.

101288.2 Professional Practice II: Engaging in the Profession

Credit Points 10 **Level** 7

Corequisite

101587.1 Teaching in New Times

Equivalent Units

100180 - Contextual and Professional Studies

Incompatible Units

100978 - Professional Experience II

Special Requirements

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

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Students need to have a variety of experiences that are set in the context of their future profession. Students will be prepared by exploring issues involved in understanding the needs of learners within specific school and classroom contexts, and will design and teach experiences in ways that will enhance student engagement and learning outcomes. The unit also gives students opportunities to reflect on the processes involved, and refine their competencies as beginning teachers. The unit includes a final professional experience that links theory and practice and enables students to construct new knowledge and new ways of practice as part of their transition into the teaching profession.

101073.1 Professional Practice in Context

Credit Points 10 **Level** 7

Equivalent Units

100339 - Researching Special Education Practice

Special Requirements

Students must generally have completed 40 credit points of the degree before undertaking the practicum component to give them the theoretical background to undertake the placement. Prior to enrolling in this unit students must have: 1) submitted a Prohibited Employment Declaration prior to 1 June 2010 or a Working with Children Check Student Declaration after 1 June 2010.

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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.

101105.2 Prosocial Learning Environments

Credit Points 10 **Level** 7

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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.

101811.2 Psychological Assessment

Credit Points 10 **Level** 7

Equivalent Units

101207 - Psychological Assessment 1

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology)

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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.

101213.3 Psychological Interventions 1

Credit Points 10 **Level** 7

Equivalent Units

B7637 - Psychological Interventions 1, 101215 - Cognitive Behaviour Therapy: Theory and Practice

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology).

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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 and interventions for specific psychological disorders. A widely used and evidence-based form of therapy, CBT is an important tool for psychologists working in diverse settings. The unit is designed to describe the theoretical and historical foundations of CBT, develop foundational skills in CBT assessment and therapy, and nurture critical appreciation of the effectiveness of CBT across a number of applications.

101214.3 Psychological Interventions 2

Credit Points 10 **Level** 7

Prerequisite

101213.3 Psychological Interventions 1 AND 101812.2 Clinical Psychopathology 1

Equivalent Units

101691 - Psychological Interventions 3

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical 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 prepare students to analyse health policy to identify changing demands for clinical psychology services; explore the theories, methods, and effectiveness of new and emerging therapies; prepare students to apply psychological principles to unfamiliar clinical populations; prepare students for working in clinical teams; and, introduce students to the practice of clinical psychology with more complex client groups and more complex presentations. The unit will also examine the professional and organisational roles of clinical psychologists in these settings.

101184.2 Psychology: Human Behaviour

Credit Points 10 Level 1

Equivalent Units

B1909 - Psychology 1A, 100929 - Psychology 1A

Psychology is a field of scientific inquiry that uses a set of scientific techniques and methods to explain and understand the causes of behaviour. As a profession, psychology applies its knowledge to practical problems in human behaviour. This unit covers a range of topics in psychology at an introductory level including: the history of psychology, intelligence, social psychology, developmental psychology, indigenous and cultural psychology, personality, and abnormal psychology.

400421.2 Research Methods for Humanities and Social Sciences

Credit Points 10 Level 7

Assumed Knowledge

Students must be enrolled in a postgraduate course.

Equivalent Units

53220 - Research Methods for Humanities and Social Sciences

This unit provides core research training within a range of postgraduate courses. It requires the completion of four research topics in the following areas: research theory and design (e.g. epistemology, qualitative & quantitative) specific approaches (e.g. critical discourse analysis, feminist research); data collection methods (e.g. interviews, questionnaires) and methods of analysis (e.g. quantitative & qualitative). This unit is offered in flexible mode according to topic (typically one day's attendance or equivalent per topic). Topics vary each session depending on student demand.

101833.1 Research Methods in the Humanities - Part 1

Credit Points 5 Level 7

Special Requirements

Students must be enrolled in Master of Arts in Cultural and Creative Practice.

This course familiarises students with methods of pursuing and presenting research across the humanities as well as with regard to the kinds of research required for undertaking creative work. It further provides students with the opportunity to explore these methods in their own research or creative practice. The unit is comprised of specific training exercises, which will enable students to develop the research skills necessary to developing for their masters project.

101840.1 Research Methods in the Humanities - Part 2

Credit Points 5 Level 7

Special Requirements

Must be enrolled in Master of Arts in Cultural and Creative Practice .

This course familiarises students with methods of pursuing and presenting research across the humanities as well as with regard to the kinds of research required for undertaking creative work. It further provides students with the opportunity to explore these methods in their own research or creative practice. The unit involves workshops in which students work through elements of the work they are developing for their masters project.

101656.1 Researching Practice

Credit Points 10 Level 7

Equivalent Units

101427 - Research and Professional Practice

This unit enables students to engage in research practice in their area of interest or specialisation. The unit contributes to the development of deep insights into the application of research in practice and diverse research methodologies. Students will develop skills in analysing, critiquing, and synthesising the literature in a relevant research area. Their evaluation of research literature will provide the basis of a self-directed research plan that employs appropriate research methods and tools to investigate a question of personal and/or professional relevance. The project will be conducted in the Independent Study units.

101654.1 Researching Social Ecology

Credit Points 10 Level 7

The foundations of social ecology lie in an analysis of relationships. In this regard 'social ecology' describes a field of learning and an approach to learning. The definition of the field lies in its enactment. This is undertaken through research into systemic understandings of change, in the context of change in patterns of ecological relationship. This systemic study is grounded in reference to autopoiesis, self-organisation, transformation, cybernetics, constructivism, holism, complexity and human-ecological relationships. This unit introduces key theorists in these inter-related fields, frames the work and invites students to apply it in their own fields of practice.

101837.1 Search

Credit Points 10 Level 7

Special Requirements

Students must be enrolled in Master of Arts in Cultural and Creative Practice.

This unit will involve a consideration of processes of translation between cultures. It will focus on examples of specific cultural forms (from literature and other art forms) and develop readings that allow us to reflect upon processes of intercultural communication. It will also consider the transference, or translation of ideas into written and other creative forms, using the idea of quest or search as a point of departure. It will consider the idea of 'archives' in this process. It will involve interaction with events staged by the Sydney Consortium at the State Library of NSW.

101824.2 Second Language Assessment and Testing

Credit Points 10 **Level** 7

Assumed Knowledge

Knowledge of Language teaching methodology and curriculum development.

Prerequisite

101825.2 English Linguistics for TESOL

Corequisite

101697.2 TESOL Methodology and Curricula

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This unit introduces students to fields of language assessment and testing in TESOL. It provides students with some insight into the key language components for assessment, assessment design and development. It also equips students with updated knowledge about different assessment approaches which impact on the teaching and learning of English as a second or other language in local and global contexts.

101398.1 Secondary Method 1A

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary), 1606 Master of Teaching (Secondary) Advanced or Non-Award courses.

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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

Students must be enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary), 1606 Master of Teaching (Secondary) Advanced or Non-Award courses.

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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 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.

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

Students must be enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary), 1606 Master of Teaching (Secondary) Advanced or Non-Award courses.

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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

Students must be enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary), 1606 Master of Teaching (Secondary) Advanced or Non-Award courses.

.....

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

Students must be enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary), 1606 Master of Teaching (Secondary) Advanced or Non-Award courses.

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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

Students must be enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in

Educational Studies (Secondary), 1606 Master of Teaching (Secondary) Advanced or Non-Award courses.

.....

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.

101548.2 Setting the Agenda

Credit Points 10 **Level** 7

Assumed Knowledge

Computer literacy.

Equivalent Units

63294 - Crisis Communication

Special Requirements

Students must be enrolled in a postgraduate course.

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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.

101683.2 Social Psychology

Credit Points 10 **Level** 3

Prerequisite

100013.3 Experimental Design and Analysis

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 or 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.

100917.2 Specialised Translation (PG)

Credit Points 10 **Level** 7

Assumed Knowledge

Sufficient proficiency in English plus one other language. This is a language specific unit.

Equivalent Units

A7464 - Specialised Translation

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This unit explores the functional, discursive, rhetorical, syntactic, semantic and lexical features of texts in the following specialised fields: tourism, news media, legal texts, technical & scientific materials. Knowledge of the functions and textual features of specialised texts will provide a basis for translating these specialised texts from and into English. Students will analyse the texts in both languages, and discuss ways in which the texts are to be translated. The unit will be available, depending on sufficient demand, for Arabic, Japanese, Mandarin and Spanish.

101587.1 Teaching in New Times

Credit Points 10 **Level** 7

Corequisite

101288.2 Professional Practice II: Engaging in the Profession

Equivalent Units

101291 - New Knowledge New Learning, 100183 - Programming and Assessment for Learning

Special Requirements

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

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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.

101698.2 TESOL Internship

Credit Points 20 **Level** 7

Assumed Knowledge

Knowledge of TESOL field and methodology

Prerequisite

101697.2 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.

101697.2 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.

100926.3 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.

400585.2 Theories of the Social

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in a postgraduate course.

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This unit develops critical reflection on the role of theory in the social sciences. It requires the completion of topics regarding such matters as identity, power and resistance as these are related to themes including class and consumption; social movements; globalisation and nationhood; gender, sexuality, and race; governmentality and social discipline; and various theoretical understandings of the unconscious and society.

101794.2 Theory and Practice of Convergent Media

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in a postgraduate course.

The contemporary media landscape is characterised by the breakdown of traditional media silos and the transformation of media production and consumption practices. Media, marketing and creative professionals are now required to understand and connect with their audiences across multiple media platforms. The aim of this unit is to provide students with an historical, geopolitical and theoretical introduction to convergent media theory and practice/s. Using current media theory, design theories, and research methodologies, students will select, analyse and contextualise case studies. This unit is designed to have a synergistic relation to the unit Methods and Case Studies in Convergent Media, although it is different in the case studies and topics covered, which vary from semester to semester. These can include iTV, digital games, community media, digital arts, activist networks, social media and cross platform projects.

101420.2 Theory and Practice of Psychological Assessment and Intervention

Credit Points 10 **Level** 4

Special Requirements

Students must be enrolled in 1502 Postgraduate Diploma in Psychology, 1504 Bachelor of Arts (Honours) Psychology or 1500 Bachelor of Psychology fourth year students.

Theory and Practice of Psychological Assessment and Intervention has been designed to develop practitioner competence by providing you with both relevant practical as well as theoretical input regarding the administration, scoring, and interpretation of some of the more frequently used standardised measures within an assessment context. In this unit, the scientific and ethical underpinnings of psychological testing and assessment are initially advanced in order to provide a general context for the employment of standardised psychological tests. Emphasis will then be placed on familiarising you with i) the processes that practitioners go through during a testing session and ii) current research employing the standardised tests presented in this unit. The unit will provide you with a foundation in psychological testing and assessment, allowing you to make informed use of some testing data and psychological reports. A further aim of the unit is to familiarise students with the principles of evidence based practice in psychological interventions.

101655.1 Transformative Leadership

Credit Points 10 **Level** 7

This unit explores leadership for transformational change. In this unit we examine transformational change through valuing change that is positive, social and personally emancipatory. This unit links leadership to students institutional context and explicates leadership strategies that feature collaborative and relationship enhancing approaches to enable purposeful change.

101658.1 Transformative Learning

Credit Points 10 **Level** 7

This unit provides opportunities to examine and apply theories drawn from critical pedagogy, transformative learning and ecological thinking. It challenges students to critically examine the relationships through which personal and social knowledge is constructed and their efficacy in the construction of learning for the future. Inherent in such thinking are questions about the processes of change in education systems that will lead towards equity, inclusiveness, wellbeing, social justice and ecological sustainability.

101750.2 Translation Technologies (PG)

Credit Points 10 **Level** 7

This unit aims to equip students with the theoretical and practical knowledge needed to effectively apply information and communication technologies to translation and other language related tasks. It focuses on translation memory and terminology management systems, and on the workflow involved in the handling of multilingual content. Emphasis is also put on uses of the Internet as a resource tool, and to the principles of controlled language for text to be processed by machine translation (MT). Tutorials will be conducted in a computer lab where students will familiarize themselves with leading computer-assisted translation (CAT) software applications.

101079.1 Understanding Educational Research

Credit Points 10 **Level** 7

This unit explores the nature and reporting of education research. Students will develop a critical awareness of the social and educational role of educational research as consumers and practitioners, and the application of research for professional practice. The unit facilitates the completion of the Ethics Proposal and Literature Review

101314.3 Urban Management Practice: Governance and Power in the City

Credit Points 10 **Level** 7

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.

101635.2 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.

101637.2 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.

101835.1 Word

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in a postgraduate course.

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This unit will consider the nature of writing in terms of both writing and editorial practice. It will involve the analysis of major works by contemporary writers (both of fiction and non-fiction) and reflect on the processes through which works move from conception to completion and publication. This reflection will be both theoretical and practical as the unit will involve significant input from Giramondo Press and the literary journal Heat. It will also involve engagement with events UWS will stage in collaboration with the Sydney

Writers' Festival and offer students the opportunity to become involved in the development of those events.

101836.1 World

Credit Points 10 **Level** 7

Special Requirements

Must be enrolled in Master of Arts in Cultural and Creative Practice.

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This unit will consider elements of the physical world around us: the phenomena we inhabit which form our sense of self. We will engage with ideas from science, phenomenology, and literary theory in considering particular aspects of both our interaction with nature, and how it shapes us, and the manner in which we shape and force ourselves upon nature. A specific theme related to this interaction between the world and our worlds will be addressed. The unit will involve interaction with Sydney Consortium events staged at the Australian Museum.

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| 1672.2 | Master of Teaching (Birth - 5 years) (exit only) | 8 |
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