

Arts Schools

Electronic Postgraduate Handbook 2016

Western Sydney University

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Information contained in this electronic handbook is correct at the time of production (April 2016), unless otherwise noted.

CRICOS Provider Code 00917K

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

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

About the Arts Schools Electronic Postgraduate Handbook

Sessions and dates

There are two main sessions in 2016: Autumn and Spring. Weeks shown in the dateline refer to the session weeks for these main sessions.

The dateline is available at:

http://www.westernsydney.edu.au/currentstudents/current_students/dates/2016_academic_year_dateline.

Unit outlines

Brief outlines of 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 Western Sydney University 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.westernsydney.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 2016 at:

http://handbook.westernsydney.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, Western Sydney University 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 specialisations 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.westernsydney.edu.au/hbook/>

Contents

SCHOOL OF EDUCATION		1
1720.2	Master of Inclusive Education	1
1722.2	Graduate Diploma in Inclusive Education (exit only)	2
1721.1	Graduate Certificate in Inclusive Education	2
1726.1	Master of Education (Leadership)	3
1728.1	Graduate Diploma in Education (Leadership) (exit only)	4
1727.1	Graduate Certificate in Education (Leadership) (exit only)	5
1723.1	Master of Education (Social Ecology)	5
1725.1	Graduate Diploma in Education (Social Ecology) (exit only)	6
1724.2	Graduate Certificate in Education (Social Ecology)	7
1783.1	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	8
1784.1	Master of Teaching (Birth - 5 Years) (exit only)	13
1781.1	Master of Teaching (Primary)	15
1782.1	Graduate Diploma in Educational Studies (Primary) (exit only)	17
1830.1	Graduate Certificate in Primary Mathematics Education	17
1714.1	Master of Teaching (Secondary)	18
1715.1	Graduate Diploma in Educational Studies (Secondary) (exit only)	20
1716.1	Graduate Certificate in Educational Studies (Secondary) (exit only)	21
SCHOOL OF HUMANITIES AND COMMUNICATION ARTS		22
1821.1	Master of Accessible Media	22
1824.1	Master of Arts in Continental Philosophy	23
1825.1	Graduate Diploma in Continental Philosophy	24
1826.1	Graduate Certificate in Continental Philosophy	25
1827.1	Master of Arts (Creative Arts)	26
1828.1	Graduate Diploma in Creative Arts (exit only)	27
1829.1	Graduate Certificate in Creative Arts (exit only)	27
1831.1	Master of Arts in Literature and Creative Writing	27
1832.1	Graduate Diploma in Literature and Creative Writing (exit only)	29
1833.1	Graduate Certificate in Literature and Creative Writing (exit only)	29
1687.3	Master of Arts (Research Studies)/PhD	30
1800.1	Master of Arts in TESOL	31
1801.1	Graduate Diploma in TESOL	32
1802.1	Graduate Certificate in TESOL	32
1780.1	Master of Arts Translation and Interpreting Studies	33
1778.1	Graduate Diploma in Interpreting Studies (exit only)	34
1779.1	Graduate Diploma in Translation Studies (exit only)	35
1804.1	Master of Convergent Media	35
1805.1	Graduate Diploma in Convergent Media	37
1806.1	Graduate Certificate in Convergent Media	38
1650.1	Master of Creative Music Therapy	39
1777.1	Master of Interpreting and Translation	40
1775.1	Graduate Diploma in Interpreting	41
1776.1	Graduate Diploma in Translation	42
1602.5	Graduate Certificate in Interpreting and Translation	43
1816.1	Master of Translation and TESOL	43
SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY		46
4595.8	Master of Art Therapy	46
4596.4	Graduate Diploma in Art Therapy (exit only)	47
1700.2	Graduate Certificate in Art Therapy (exit only)	48
1815.1	Doctor of Philosophy/Master of Clinical Psychology	48
1812.1	Master of Clinical Psychology	49
1647.5	Graduate Diploma in Counselling	50
1648.5	Graduate Certificate in Counselling	51
1712.2	Master of Planning	52
1814.1	Master of Professional Psychology	53
1817.1	Master of Psychotherapy and Counselling	54
1796.1	Graduate Diploma in Psychology	55
1630.2	Graduate Diploma of Psychological Studies	56
1770.1	Master of Social Science	57
1771.1	Graduate Diploma in Social Science	58
1772.1	Graduate Certificate in Social Science	59
1792.1	Master of Social Work (Qualifying)	59

1674.2	Master of Urban Management and Planning	60
1675.1	Graduate Diploma in Urban Management and Planning	61
1676.2	Graduate Certificate in Urban Management and Planning	62
ST1000.1	Postgraduate Specialisation - Studies in Art Therapy	64
ST1001.1	Postgraduate Specialisation - Studies in Counselling	64
ST1003.1	Postgraduate Specialisation - Development, Security and Sustainability	64
ST1004.1	Postgraduate Specialisation - Policing Leadership	64
ST1005.1	Postgraduate Specialisation - Urban Studies	65
ST1006.1	Postgraduate Specialisation - Difference and Diversity	65
ST1007.1	Postgraduate Specialisation - Digital Research and Social Data Analytics	65
ST1008.1	Postgraduate Specialisation - International Criminology	66
ST1009.1	Postgraduate Specialisation - Religion and Society	66

SCHOOL OF EDUCATION

Master of Inclusive Education

1720.2

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Master of Inclusive Education is a post-initial teaching qualification which enables teachers to work with individuals with additional needs across a range of settings (early childhood, primary, secondary, post-school). Advancing the quality of life and learning outcomes for individuals with additional needs requires specialists who not only hold the necessary knowledge, but possess skills and dispositions to work in a manner that builds the capacity of individuals with additional needs, their families and those working with them. The course considers individuals with a range of disabilities and needs across the lifespan. The course includes a teaching practicum with students with additional needs, and the construction and completion of a research project. Delivered through a flexible online mode, and founded in authentic learning experiences, the course is well-suited to in-service teachers across Australia and beyond Western Sydney University's Master of Inclusive Education is recognised as a post-initial teaching qualification in Inclusive/Special Education (for example, teachers who are qualified to teach in either primary or secondary and then complete the Master of Inclusive Education are recognised as Special Education teachers for K-12 by the NSW Department of Education and Communities). The Inclusive Education qualification of early childhood and adult education teachers working in the disability field is subject to recognition by their employers.

Study Mode

Two to three years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Advanced Standing

Students with a postgraduate (Level 8) qualification OR a bachelor qualification (Level 7) plus 3 years full time of teaching experience can apply for up to 4 units Advanced Standing, assessed at the time of admission.

Accreditation

Qualified primary or secondary teachers who complete this course will become recognised Special Education teachers across K-12 with NSW Department of Education and Communities.

Admission

Applicants for admission into the Master of Inclusive Education must have successfully completed an undergraduate degree, or higher, in teaching/education that leads to a professional teaching qualification.

An undergraduate degree in teaching includes the historical 2-3 year Diploma of Teaching/Education prior to 1987.

Additional Information for Applicants:

All local applicants must apply via the Universities Admission Centre (UAC)

International applicants who are non-student visa holders, and are in a permissible visa category, must apply directly to Western Sydney University via the International Office.

International students who did not complete their undergraduate degree in Australia must also meet English Language proficiency requirements and must provide evidence to satisfy the Australian Institute of Teaching and School Leadership (AITSL) as in the following:

1. An Academic version of the International English Language Testing System (IELTS) Test Report Form (TRF) that shows:

- a score of at least 7.0 for Reading and Writing; and
- a score of at least 8.0 for Speaking and Listening.

The IELTS test scores must appear on a single IELTS TRF and be the result of a test undertaken during the 12-month period prior to submitting an application.

or

2. An applicant who has completed study assessed by AITSL as comparable to at least four years of full-time (or part-time equivalent) higher education (university) study, that results in a qualification/s comparable to the education level of an Australian bachelor degree or higher (must include a recognised initial teacher education qualification) undertaken in Australia, Canada, the Republic of Ireland, New Zealand, the United Kingdom or the United States. Details of acceptable proof are available on The University's 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 Western Sydney University.

Students must also complete Child Protection training and Working with Children Check Student Declaration, as well as obtain Anaphylaxis certification. In addition, students must also meet literacy and numeracy requirements and Inherent Requirements for teaching.

Special Requirements

Students must satisfactorily complete Child Protection training and Working with Children Check Student Declaration, as well as obtain Anaphylaxis certification.

Course Structure

Qualification for this award requires the successful completion of 120 credit points consisting of three (3) core units and nine (9) alternate units listed in the recommended sequence below.

Students may exit with a Graduate Diploma after the successful completion of 80 credit points of study or

Graduate Certificate after the successful completion of 40 credit points of study of the relevant units, selected from a restricted list of the Master of Inclusive Education units.

Exit Awards

Part-time

Core Units

101656.2	Researching Practice
102163.1	Professional Project
102153.1	Professional Experience (Additional Needs)

Alternate units (the first ten units below are only on offer once every two years)

102149.1	Inclusive Environments
102156.1	Disability in Context
102166.1	Person-Centred Practice
102154.1	Technology Assisting Learning
102146.1	Effective Working Relationships
102147.1	Assessing to Support Learning
102151.1	Managing Challenging and Diverse Behaviour
102150.1	Universal Design for Learning
102158.1	Learning and Teaching in Challenging Contexts
102168.1	Principles and Practices of Evaluation
102322.1	Addressing Diversity in Mathematics Teaching and Learning
102324.1	Assessment and Intervention for Mathematics and Numeracy Learning

Graduate Diploma in Inclusive Education (exit only)

1722.2

1722 Graduate Diploma in Inclusive Education is an exit award from 1720 Master of Inclusive Education. Applicants apply to 1720 - Master of Inclusive Education and exit with the Graduate Diploma award.

The Graduate Diploma in Inclusive Education is designed for graduates with qualifications in a relevant field (e.g. education, and allied health professions such as speech pathology, physiotherapy, psychology, occupational therapy, nursing and social work). These professionals may be either currently working with individuals with additional needs or aspire to move into this area of specialisation. Graduates are equipped with the skills, knowledge and dispositions to enhance their work with individuals with additional needs. The course exposes professionals to theory and practice that will support the holistic development and inclusion of individuals with additional needs. The course considers individuals with a range of disabilities and needs, across the lifespan. Founded on authentic learning experiences, professionals can apply their studies to their current professional situation and/or interests. Students complete 8 units that are delivered through a flexible online mode.

Study Mode

Two years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Course Structure

Qualification for this award requires the successful completion of 80 credit points by completing eight (8) out of twelve (12) of the following units offered in the 1720 - Master of Inclusive Education course

102149.1	Inclusive Environments
102156.1	Disability in Context
102166.1	Person-Centred Practice
102154.1	Technology Assisting Learning
102146.1	Effective Working Relationships
102147.1	Assessing to Support Learning
102151.1	Managing Challenging and Diverse Behaviour
102150.1	Universal Design for Learning
102158.1	Learning and Teaching in Challenging Contexts
102168.1	Principles and Practices of Evaluation
102322.1	Addressing Diversity in Mathematics Teaching and Learning
102324.1	Assessment and Intervention for Mathematics and Numeracy Learning

Graduate Certificate in Inclusive Education

1721.1

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 mid-year of 2015 or later.

The Graduate Certificate in Inclusive Education is designed for graduates with qualifications in a relevant field such as teaching or allied health. Candidates may be either currently working with individuals with additional needs or aspiring to move into this field.

The Graduate Certificate in Inclusive Education equips graduates with the skills, knowledge and dispositions which will enable them to work effectively in the field by exposing them to theory and practice that will support the holistic development and inclusion of individuals with additional needs across the lifespan. Founded on authentic learning experiences and analysis of theory and the research literature, professionals are enabled to apply their studies to their current professional situation and/or interests.

Covering Australian and international theory and practice and delivered through a flexible online mode, the course is well-suited to professionals across Australia and beyond.

Study Mode

One year part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Admission

Applicants for admission into the Graduate Certificate in Inclusive Education must have successfully completed an undergraduate degree, or higher, in teaching/education, rehabilitation therapies, human welfare studies and services, or behavioural science. An undergraduate degree in teaching includes the historical 2-3 year Diploma of Teaching/Education prior to 1987.

Additional Information for Applicants:

All local applicants must apply via the Universities Admission Centre (UAC)

International applicants who are non-student visa holders, and are in a permissible visa category, must apply directly to Western Sydney University via the International Office.

International students who did not complete their undergraduate degree in Australia must also meet English Language proficiency requirements and must provide evidence to satisfy the Australian Institute of Teaching and School Leadership (AITSL) as in the following:

1. An Academic version of the International English Language Testing System (IELTS) Test Report Form (TRF) that shows:

- a score of at least 7.0 for Reading and Writing; and
- a score of at least 8.0 for Speaking and Listening.

The IELTS test scores must appear on a single IELTS TRF and be the result of a test undertaken during the 12-month period prior to submitting an application.

or

2. An applicant who has completed study assessed by AITSL as comparable to at least four years of full-time (or part-time equivalent) higher education (university) study, that results in a qualification/s comparable to the education level of an Australian bachelor degree or higher (must include a recognised initial teacher education qualification) undertaken in Australia, Canada, the Republic of Ireland, New Zealand, the United Kingdom or the United States.

Details of acceptable proof are available on The University's 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 Western Sydney University.

Special Requirements

Students must satisfactorily complete Child Protection training and Working with Children Check Student Declaration, as well as obtain Anaphylaxis certification.

Course Structure

Qualification for this award requires the successful completion of 40 credit points which consists of completing any four of the nine units listed below.

Core units

102149.1	Inclusive Environments
102156.1	Disability in Context
102166.1	Person-Centred Practice
102154.1	Technology Assisting Learning
102146.1	Effective Working Relationships

102147.1	Assessing to Support Learning
102151.1	Managing Challenging and Diverse Behaviour
102150.1	Universal Design for Learning
102158.1	Learning and Teaching in Challenging Contexts

Master of Education (Leadership)

1726.1

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 2015 or later.

The Masters of Education (Leadership) critically examines recent developments in theory, policy, practice and methodologies for research for educational leadership across early childhood, primary, secondary, tertiary, TAFE, community-based and other professional settings. We recognise that leadership emerges and is enacted in diverse ways and in relationships and is crucial for fostering change and educational transformation, and that educational leaders are responsible for developing the leadership capacities of others. Students will develop knowledge of research principles and practices in educational leadership and review and evaluate theory and scholarship. They will apply concepts and theories to new bodies of knowledge and practice. They will design original evidence-based investigations, and analyse and synthesise a range of data about complex problems in order to reframe problems and generate solutions. They will develop and evaluate innovations to improve learning outcomes in workplace settings, communicate their findings to diverse audiences and contribute to scholarship in educational leadership. This course is delivered through a combination of online and intensive on-campus teaching methods.

Study Mode

Two to three years part-time.

Location

Campus	Attendance	Mode
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Penrith Campus	Part Time	Multi Modal
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Advanced Standing

Students with a postgraduate (Level 8) qualification OR a bachelor qualification (Level 7) plus 3 years FT of professional work experience in the fields of teaching/education, political science, policy studies, human welfare studies and services, or behavioural science can apply for up to 4 units Advanced Standing, assessed at the time of admission.

Admission

Applicants for admission into the Master of Education (Leadership) must have successfully completed an undergraduate degree, or higher, in teaching/education, political science, policy studies, health, human welfare studies and services, or behavioural science. An undergraduate degree in teaching includes the historical 2-3 year Diploma of Teaching/Education prior to 1987

OR a diploma or higher, in teaching/education, political science, policy studies, human welfare studies and services, or behavioural science AND 5 years professional work experience in these fields

Additional Information for Applicants:

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 the University should also use the information provided on the UAC website.

International applicants who are non-student visa holders, and are in a permissible visa category, must apply directly to Western Sydney University via the International Office.

International students who did not complete their undergraduate degree in Australia must also meet English Language proficiency requirements:

- IELTS (Academic) - 6.5 overall score with a minimum 6.0 in each subtest
- TOEFL - 575 (minimum 4.5 in TWE)
- TOEFL computer based test - 232 (minimum 4.5 in essay writing)
- TOEFL Internet based test - 89 (writing = 21 and all subtests = 18)
- Cambridge Certificate in Advanced English - (CAE)
- Grade = B
- Cambridge Certificate of Proficiency in English
- Grade = C

The IELTS test scores must appear on a single IELTS TRF and be the result of a test undertaken during the 12-month period prior to submitting an application.

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 Western Sydney University.

Course Structure

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

Students may exit with a Graduate Diploma or Graduate Certificate on completion of the relevant units. Refer to links below for structure requirements for these two exit awards.

Recommended Sequence

Part-time

Years 1 and 2 are offered in alternate calendar years, and are interchangeable. Students select from the units on offer in each semester/ year of enrolment. Not all listed units will be offered in every year.

Year 1 Semester 1

- 101658.1** Transformative Learning
- 102158.1** Learning and Teaching in Challenging Contexts

Year 1 Semester 2

- 102161.1** Leading Change
- 102155.1** Teaching and Learning with Adults

Year 2 Semester 1

- 102159.1** Designing Curriculum Futures
- 102168.1** Principles and Practices of Evaluation

Year 2 Semester 2

- 100701.1** Leadership, Mentoring and Professional Growth
- 102165.1** At the cultural interface - learning two ways

Year 3 Semester 1

- 101656.2** Researching Practice

Any one unit from the 1723 Master of Education (Social Ecology) or the 1720 Master of Inclusive Education

Year 3 Semester 2

- 102163.1** Professional Project
- 102160.1** Education Policy, Practice and Global Knowledge Co-construction

Graduate Diploma in Education (Leadership) (exit only)

1728.1

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 2015 or later.

The Graduate Diploma in Education (Leadership) exit only explores recent developments in theory, policy and practice relating to educational leadership across early childhood, primary, secondary, tertiary, TAFE, community-based and other professional settings. We recognise that leadership emerges and is enacted in diverse ways and in relationships and is crucial for fostering change and educational transformation. Students will review, analyse, and apply advanced knowledge and skills for leadership to a range of complex problems in workplaces and professional practice. They will initiate and implement innovations to improve learning outcomes in workplace settings, generate solutions and communicate these to diverse audiences. This course is delivered through a combination of online and intensive on-campus teaching methods.

Study Mode

One year part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Admission

1728 - Graduate Diploma in Education (Leadership) is an exit award from 1726 - Master of Education (Leadership).

Course Structure

This course is an exit award only. Qualification for this award requires the successful completion of 80 credit points which include the units listed below.

Students may elect to exit the 1726 Master of Education (Leadership) after the completion of the following units:

101658.1	Transformative Learning
102161.1	Leading Change

and at least four specialist units from the 1726 Master of Education (Leadership) plus two additional units from any units offered as part of the Master of Education suite (1723 M Education (Social Ecology); 1726 M Education (Leadership); 1720 M Inclusive Education).

Specialist units

102168.1	Principles and Practices of Evaluation
102159.1	Designing Curriculum Futures
102155.1	Teaching and Learning with Adults
100701.1	Leadership, Mentoring and Professional Growth
102158.1	Learning and Teaching in Challenging Contexts
102160.1	Education Policy, Practice and Global Knowledge Co-construction

Graduate Certificate in Education (Leadership) (exit only)**1727.1**

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 2015 or later.

The Graduate Certificate in Education (Leadership) exit only explores recent developments in theory, policy and practice relating to educational leadership across early childhood, primary, secondary, tertiary, TAFE, community-based and other professional settings. We recognise that leadership emerges and is enacted in diverse ways and in relationships and is crucial for fostering change and educational transformation. Students will review, analyse, and apply specialised knowledge and skills for leadership to a range of complex problems in workplaces and professional practice. They will initiate and implement innovations to improve learning outcomes in workplace settings, generate solutions and communicate these to diverse audiences. This course is delivered through a combination of online and intensive on-campus teaching methods.

Study Mode

Two years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Admission

1727 - Graduate Certificate in Education (Leadership) is an exit award from 1726 -Master of Education (Leadership),

Course Structure

This course is an exit award only. Qualification for this award requires the successful completion of 40 credit points.

Students may elect to exit the Master of Education (Leadership) after the completion of:

101658.1	Transformative Learning
102161.1	Leading Change

and two specialist units from the Master of Education (Leadership).

Specialist units

102168.1	Principles and Practices of Evaluation
102159.1	Designing Curriculum Futures
102155.1	Teaching and Learning with Adults
100701.1	Leadership, Mentoring and Professional Growth
102158.1	Learning and Teaching in Challenging Contexts
102160.1	Education Policy, Practice and Global Knowledge Co-construction

Master of Education (Social Ecology)**1723.1**

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 2015 or later.

The Master of Education (Social Ecology) examines recent developments in inter-relationships between the personal, social, environmental and spiritual domains. It works with an understanding that everything we do as individuals affects others; that we are parts of the systems in which we live and take responsibility for. Students will develop an advanced understanding of social-ecological theory and apply it using critical thinking, creative practice and effective communication. They will develop an understanding of research principles and methods appropriate to the field to justify and interpret social-ecological insights, contribute to scholarship in the field and make it available to a non-specialised audience. This course is delivered through a combination of online and intensive on campus teaching methods.

Study Mode

Two to three years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Advanced Standing

Students with a postgraduate (Level 8) qualification OR a bachelor qualification (Level 7) plus 3 years full time of professional work experience can apply for up to 4 units Advanced Standing, assessed at the time of admission.

Admission

Applicants for admission into the Master of Education (Social Ecology) must have successfully completed an undergraduate degree in any discipline

OR a diploma or higher, in any discipline AND 5 years professional work experience.

Additional Information for Applicants:

All local applicants must apply via the Universities Admission Centre (UAC), see

International applicants who are non-student visa holders, and are in a permissible visa category, must apply directly to Western Sydney University via the International Office.

International students who did not complete their undergraduate degree in Australia must also meet English Language proficiency requirements:

- IELTS (Academic) - 6.5 overall score with a minimum 6.0 in each subtest
- TOEFL - 575 (minimum 4.5 in TWE)
- TOEFL computer based test - 232 (minimum 4.5 in essay writing)
- TOEFL Internet based test - 89 (writing = 21 and all subtests = 18)
- Cambridge Certificate in Advanced English - (CAE)
- Grade = B
- Cambridge Certificate of Proficiency in English
- Grade = C

The IELTS test scores must appear on a single IELTS TRF and be the result of a test undertaken during the 12-month period prior to submitting an application.

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 Western Sydney University.

Course Structure

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

Students may exit with a Graduate Diploma or Graduate Certificate on completion of the relevant units. Refer to links below for structure requirements for these two exit awards.

Recommended Sequence

Part-time

Year 1 Semester 1

102152.1	Social Ecology
101658.1	Transformative Learning

Year 1 Semester 2

102161.1	Leading Change
102148.1	Engaging Communities

Year 2 Semester 1

102157.1	Ecopedagogies
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Any one unit from the 1726 - Master of Education (Leadership) or 1720 - Master of Inclusive Education.

Year 2 Semester 2

101652.1	Ecopsychology and Cultural Change
102165.1	At the cultural interface - learning two ways

Year 3 Semester 1

101651.1	Applied Imagination
101656.2	Researching Practice

Year 3 Semester 2

102163.1	Professional Project
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Any one unit from the 1726 - Med (Leadership) or 1720 - Master of Inclusive Education.

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

1725.1

This course is an exit award only. Students may elect to exit the 1723 - Master of Education (Social Ecology) after the completion of the 80 credit points with the 1725 - Graduate Diploma in Education (Social Ecology).

The Graduate Diploma in Education (Social Ecology) explores the inter-relationships between the personal, social, environmental and spiritual domains. We acknowledge that everything we do as individuals affects others. We view ourselves as parts of the systems in which we live, taking responsibility for our roles. Students will apply an advanced social-ecological understanding to their specialised professional or community environment to arrive at coherent understandings of those systems of practice. They will develop skills in the analysis and synthesis of ecological relationships through critical thinking, creative practice and effective communication. Graduates will demonstrate a high level of awareness of social-ecological issues and take responsibility for their development and implementation. This course is delivered through a combination of online and intensive on campus teaching methods.

Study Mode

Two years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Admission

This is an exit award only from 1723 - Master of Education (Social Ecology).

Course Structure

This course is an exit award only. Qualification for this award requires the successful completion of 80 credit points which include the units listed below.

Students may elect to exit the 1723 Master of Education (Social Ecology) after the completion of:

102152.1 Social Ecology

and at least five specialist units from the 1723 - Master of Education (Social Ecology) plus two additional units from among any units offered as part of the Master of Education suite (1723 MEd (Social Ecology); 1726 MEd (Leadership); 1720 Master of Inclusive Education).

Specialist units

101651.1	Applied Imagination
101652.1	Ecopsychology and Cultural Change
102165.1	At the cultural interface - learning two ways
102157.1	Ecopedagogies
102148.1	Engaging Communities
102161.1	Leading Change
101658.1	Transformative Learning

Graduate Certificate in Education (Social Ecology)**1724.2**

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Graduate Certificate of Education (Social Ecology) explores the inter-relationships between the personal, social, environmental and spiritual domains. We acknowledge that everything we do as individuals affects others. We view ourselves as parts of the systems in which we live, taking responsibility for our roles. Students apply an introduction to social-ecological understanding to their professional or community environment to arrive at engaged understandings of those systems of practice. They develop skills in the analysis of ecological relationships through critical thinking, creative practice and effective communication. Graduates demonstrate awareness of

social-ecological issues and take responsibility for their development. This course is delivered through a combination of online and on campus intensive teaching methods.

Study Mode

One year part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Admission

Applicants for admission into the Graduate Certificate in Education (Social Ecology) must have successfully completed an undergraduate degree in any discipline (Level 7) OR

a diploma or higher, in any discipline AND at least 5 years full-time professional work 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 the University should also use the information provided on the UAC website.

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

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

International students who did not complete their undergraduate degree in Australia must also meet English Language proficiency requirements:

- IELTS (Academic) - 6.5 overall score with a minimum 6.0 in each subtest
- TOEFL - 575 (minimum 4.5 in TWE)
- TOEFL computer based test - 232 (minimum 4.5 in essay writing)
- TOEFL Internet based test - 89 (writing = 21 and all subtests = 18)
- Cambridge Certificate in Advanced English - (CAE)
- Grade = B
- Cambridge Certificate of Proficiency in English
- Grade = C

The IELTS test scores must appear on a single IELTS TRF and be the result of a test undertaken during the 12-month period prior to submitting an application.

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 Western Sydney University.

Course Structure

Qualification for this award requires the successful completion of 40 credit points consisting of one core unit and three units from a pool of Specialist units listed in the recommended sequence below.

Core Unit

102152.1 Social Ecology

Specialist units

101651.1 Applied Imagination
101652.1 Ecopsychology and Cultural Change
102165.1 At the cultural interface - learning two ways
102157.1 Ecopedagogies
102148.1 Engaging Communities
102161.1 Leading Change
101658.1 Transformative Learning

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

1783.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2015 or later.

The Master of Teaching (Birth - 5 Years / Birth - 12 Years) is a post graduate initial teaching qualification. It provides students with the flexibility of a teaching qualification for early childhood or a combined early childhood and primary teaching qualification. Students can choose to focus on teaching in the prior to school areas with an early exit point of a Master of Teaching (Birth – 5 Years) or they can undertake an additional six months of study to complete a teaching qualification for early childhood and primary school teaching with the Master of Teaching (Birth – 12 Years). This course would be appropriate for people wanting to work as a qualified teacher in preschool and early childhood services and also in a primary school setting.

Study Mode

Two and a half years full-time.

Location

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

Accreditation

The Master of Teaching (Birth - 5years/Birth - 12 years) is a professional teaching qualification for students possessing a relevant bachelor's degree. It has been professionally accredited by the Board of Studies, Teaching and Educational Standards (BOSTES). Graduates will meet the Australian Professional Standards for Graduate Teachers. This course has been approved by the Australian Children's Education and Care Quality Authority (ACECQA).

Inherent requirements

There are inherent requirements for this course that you must meet in order to complete your course and graduate. Make sure you read and understand the requirements for this course online.

Admission

Applicants must have successfully completed an undergraduate degree in any discipline. Applicants wishing to graduate with a Master of Teaching (Birth – 12 Years) must have at least eight units of study in a curriculum area (equivalent of one year of study) in their undergraduate degree in order to meet the curriculum 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.

Additional Information for Applicants:

Current students in the Bachelor of Arts (Pathway to Teaching Birth – 5 / Birth – 12), Bachelor of Social Science (Pathway to Early Childhood Teaching) and Bachelor of Education (Birth – 5 Years) can apply via the Western Sydney University Transition to Teaching. All other local applicants must apply via the Universities Admission Centre (UAC)

International applicants must apply directly to the University via the International Office.

International students who did not complete their undergraduate degree in Australia must also meet English Language proficiency requirements and must provide evidence to satisfy the Australian Institute of Teaching and School Leadership (AITSL) as in the following:

1. An Academic version of the International English Language Testing System (IELTS) Test Report Form (TRF) that shows an overall score of 7.5 and:

- a score of at least 7.0 for Reading and Writing; and
- a score of at least 8.0 for Speaking and Listening.

The IELTS test scores must appear on a single IELTS TRF and be the result of a test undertaken during the 12-month period prior to submitting an application.

Or

2. An applicant has completed study assessed by AITSL as comparable to at least four years of full-time (or part-time equivalent) higher education (university) study, that results in a qualification/s comparable to the education level of an Australian bachelor degree or higher (must include a recognised initial teacher education qualification) undertaken in Australia, Canada, the Republic of Ireland, New Zealand, the United Kingdom or the United States. Details of acceptable proof are available on The University's 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 Western Sydney University.

Special Requirements Prerequisites

Prior to enrolling students must:

- Satisfactorily complete Child Protection Awareness training
- Satisfactorily complete Working with Children Check

- Satisfactorily complete Anaphylaxis training
- Meet Inherent Requirements for Master of Teaching (Birth - 5 Years/Birth - 12 Years)

Course Completion Prerequisites

Prior to graduating students must:

- Satisfactorily complete the literacy and numeracy test.

Course Structure

Qualification for this award requires the successful completion of 200 credit points including the core units listed in the recommended sequence below.

Recommended sequence

Start-year Intake

Year 1

1H session

102100.1	Research and Professional Practice
102101.1	Diverse Literacies
102102.1	Children, Families, Communities
102104.1	Theorising Play

2H Session

102105.1	Creative Teaching and Learning
102106.1	People, Place and Pedagogy
101899.1	Introduction to Pedagogical Leadership
102103.1	Community Leadership

Year 2

1H Session

102108.1	Leadership and Management
101803.2	Literacy in the Early Years
101105.3	Prosocial Learning Environments
102109.1	Professional Experience Birth - 2 Years

2H Session

101802.1	Investigating with Mathematics, Science and Technology
101625.2	Inclusive Practices
102107.1	Practising Pedagogical Leadership
102110.1	Professional Experience 3 - 5 Years

Students may apply to graduate at this point with the 1784 - Master of Teaching (Birth - 5 Years) OR complete the following units to obtain a Master of Teaching (Birth - 12 Years).

Year 3

1H Session

101580.2	Primary Mathematics and Numeracy 1
101583.2	Primary Science & Technology
101586.2	Primary English and Literacy 2
102111.1	Professional Experience K - 6

Recommended Sequence

Mid-year Intake

Year 1

2H Session

102101.1	Diverse Literacies
102106.1	People, Place and Pedagogy
101899.1	Introduction to Pedagogical Leadership
102104.1	Theorising Play

Year 2

1H Session

102100.1	Research and Professional Practice
102102.1	Children, Families, Communities
101105.3	Prosocial Learning Environments
102109.1	Professional Experience Birth - 2 Years

2H Session

101802.1	Investigating with Mathematics, Science and Technology
101625.2	Inclusive Practices
102105.1	Creative Teaching and Learning
102103.1	Community Leadership

Year 3

1H Session

102108.1	Leadership and Management
101803.2	Literacy in the Early Years
102107.1	Practising Pedagogical Leadership
102110.1	Professional Experience 3 - 5 Years

Students may apply to graduate at this point with the 1784 - Master of Teaching (Birth - 5 Years) OR complete the following units to obtain a Master of Teaching (Birth - 12 Years).

2H Session

101580.2	Primary Mathematics and Numeracy 1
101583.2	Primary Science & Technology
101586.2	Primary English and Literacy 2
102111.1	Professional Experience K - 6

Recommended Sequence

For graduates of Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) and Bachelor of Social Science (Pathway to Early Childhood Teaching) - (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

Start-year Intake

Year 1

1H Session

102100.1	Research and Professional Practice
102101.1	Diverse Literacies
102105.1	Creative Teaching and Learning

102108.1 Leadership and Management

2H Session

102106.1 People, Place and Pedagogy
101802.1 Investigating with Mathematics, Science and Technology
101625.2 Inclusive Practices
102109.1 Professional Experience Birth - 2 Years

Year 2

1H Session

101803.2 Literacy in the Early Years
101105.3 Prosocial Learning Environments
102107.1 Practising Pedagogical Leadership
102110.1 Professional Experience 3 - 5 Years

Students may apply to graduate at this point with the 1784 - Master of Teaching (Birth - 5 Years) OR complete the following units to obtain a Master of Teaching (Birth - 12 Years).

2H Session

101580.2 Primary Mathematics and Numeracy 1
101583.2 Primary Science & Technology
101586.2 Primary English and Literacy 2
102111.1 Professional Experience K - 6

Recommended Sequence

For graduates of Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) and Bachelor of Social Science (Pathway to Early Childhood Teaching) - (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

Mid-year Intake

Year 1

2H Session

102101.1 Diverse Literacies
102105.1 Creative Teaching and Learning
102106.1 People, Place and Pedagogy
102109.1 Professional Experience Birth - 2 Years

Year 2

1H Session

102100.1 Research and Professional Practice
102108.1 Leadership and Management
101803.2 Literacy in the Early Years
101105.3 Prosocial Learning Environments

2H Session

101802.1 Investigating with Mathematics, Science and Technology
101625.2 Inclusive Practices
102107.1 Practising Pedagogical Leadership
102110.1 Professional Experience 3 - 5 Years

Students may apply to graduate at this point with the 1784 - Master of Teaching (Birth - 5 Years) OR complete the following units to obtain a Master of Teaching (Birth - 12 Years).

Year 3

1H Session

101580.2 Primary Mathematics and Numeracy 1
101583.2 Primary Science & Technology
101586.2 Primary English and Literacy 2
102111.1 Professional Experience K - 6

Recommended sequence

For graduates of Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) AND Bachelor of Social Science (Pathway to Early Childhood Teaching) (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

Start-year Intake Accelerated Pattern

Year 1

1H Session

102100.1 Research and Professional Practice
102101.1 Diverse Literacies
101803.2 Literacy in the Early Years
101105.3 Prosocial Learning Environments
102109.1 Professional Experience Birth - 2 Years

2H Session

101802.1 Investigating with Mathematics, Science and Technology
101625.2 Inclusive Practices
102106.1 People, Place and Pedagogy
102107.1 Practising Pedagogical Leadership
102110.1 Professional Experience 3 - 5 Years

Summer Session

102108.1 Leadership and Management
102105.1 Creative Teaching and Learning

Students may apply to graduate at this point with the 1784 - Master of Teaching (Birth - 5 Years) OR complete the following units to obtain a Master of Teaching (Birth - 12 Years).

Year 2

1H Session

101580.2 Primary Mathematics and Numeracy 1
101583.2 Primary Science & Technology
101586.2 Primary English and Literacy 2
102111.1 Professional Experience K - 6

Recommended sequence

For graduates of Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) AND Bachelor of Social Science (Pathway to Early Childhood Teaching) (40 credit points advanced standing for Theorising Play; Introduction to

Pedagogical Leadership; Children, Families, Communities; Community Leadership)

Mid-year Intake Accelerated Pattern

Year 1

2H Session

- 102101.1** Diverse Literacies
- 102106.1** People, Place and Pedagogy
- 101802.1** Investigating with Mathematics, Science and Technology
- 101625.2** Inclusive Practices
- 102109.1** Professional Experience Birth - 2 Years

Summer Session

- 102108.1** Leadership and Management
- 102105.1** Creative Teaching and Learning

Year 2

1H Session

- 102100.1** Research and Professional Practice
- 101803.2** Literacy in the Early Years
- 101105.3** Prosocial Learning Environments
- 102107.1** Practising Pedagogical Leadership
- 102110.1** Professional Experience 3 - 5 Years

Students may apply to graduate at this point with the 1784 - Master of Teaching (Birth - 5 Years) OR complete the following units to obtain a Master of Teaching (Birth - 12 Years).

2H Session

- 101580.2** Primary Mathematics and Numeracy 1
- 101583.2** Primary Science & Technology
- 101586.2** Primary English and Literacy 2
- 102111.1** Professional Experience K - 6

Recommended sequence

For graduates of the TAFE Bachelor of Early Childhood Education and Care (100 credit points of advanced standing for 101625 Inclusive Practices, 101899 Introduction to Pedagogical Leadership, 102100 Research and Professional Practice, 102101 Diverse Literacies, 102102 Children, Families, Communities, 102103 Community Leadership, 102107 Practising Pedagogical Leadership, 102108 Leadership and Management, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3-5 Years)

Note: Students must complete 10 units from the Master of Teaching (Birth – 12 Years) and must also complete four Bachelor of Arts (BA) units in order to meet the subject content requirements for primary teaching. These BA units should include Analytical Reading and Writing, Mathematical Patterns and Relationships and two other units from the BA Core, Numeracy and Science Pool of the Education Studies Major and/or one of the BA Majors.

Start-year Intake

Year 1

1H Session

- 101105.3** Prosocial Learning Environments
- 101803.2** Literacy in the Early Years
- 102100.1** Research and Professional Practice

One BA unit

2H Session

- 101802.1** Investigating with Mathematics, Science and Technology
- 102106.1** People, Place and Pedagogy

Two BA units

Year 2

1H Session

- 102105.1** Creative Teaching and Learning
- 101583.2** Primary Science & Technology

One BA unit

2H Session

- 101580.2** Primary Mathematics and Numeracy 1
- 101586.2** Primary English and Literacy 2
- 102111.1** Professional Experience K - 6

Recommended sequence

For graduates of the TAFE Bachelor of Early Childhood Education and Care (100 credit points of advanced standing for 101625 Inclusive Practices, 101899 Introduction to Pedagogical Leadership, 102100 Research and Professional Practice, 102101 Diverse Literacies, 102102 Children, Families, Communities, 102103 Community Leadership, 102107 Practising Pedagogical Leadership, 102108 Leadership and Management, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3-5 Years)

Note: Students must complete 10 units from the Master of Teaching (Birth – 12 Years) and must also complete four Bachelor of Arts (BA) units in order to meet the subject content requirements for primary teaching. These BA units should include Analytical Reading and Writing, Mathematical Patterns and Relationships and two other units from the BA Core, Numeracy and Science Pool of the Education Studies Major and/or one of the BA Majors.

Mid year Intake

Year 1

2H Session

- 101802.1** Investigating with Mathematics, Science and Technology
- 102106.1** People, Place and Pedagogy

Two BA units

Year 2**1H Session**

101105.3	Prosocial Learning Environments
101803.2	Literacy in the Early Years
102100.1	Research and Professional Practice

On BA unit

2H Session

102105.1	Creative Teaching and Learning
101583.2	Primary Science & Technology

One BA unit

Year 3**1H Session**

101580.2	Primary Mathematics and Numeracy 1
101586.2	Primary English and Literacy 2
102111.1	Professional Experience K - 6

Recommended sequence

For graduates of the TAFE Bachelor of Early Childhood Education and Care (100 credit points of advanced standing for 101625 Inclusive Practices, 101899 Introduction to Pedagogical Leadership, 102100 Research and Professional Practice, 102101 Diverse Literacies, 102102 Children, Families, Communities, 102103 Community Leadership, 102107 Practising Pedagogical Leadership, 102108 Leadership and Management, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3-5 Years)

Note: Students must complete 10 units from the Master of Teaching (Birth – 12 Years) and must also complete four Bachelor of Arts (BA) units in order to meet the subject content requirements for primary teaching. These BA units should include Analytical Reading and Writing, Mathematical Patterns and Relationships and two other units from the BA Core, Numeracy and Science Pool of the Education Studies Major and/or one of the BA Majors.

Start-year Intake Accelerated Pattern**Year 1****1H Session**

101105.3	Prosocial Learning Environments
102105.1	Creative Teaching and Learning
101803.2	Literacy in the Early Years
102100.1	Research and Professional Practice

2H Session

101802.1	Investigating with Mathematics, Science and Technology
102106.1	People, Place and Pedagogy

Two BA units

Summer Session

Two BA units

Year 2**1H Session**

101583.2	Primary Science & Technology
101580.2	Primary Mathematics and Numeracy 1
101586.2	Primary English and Literacy 2
102111.1	Professional Experience K - 6

Recommended sequence

For graduates of the TAFE Bachelor of Early Childhood Education and Care (100 credit points of advanced standing for 101625 Inclusive Practices, 101899 Introduction to Pedagogical Leadership, 102100 Research and Professional Practice, 102101 Diverse Literacies, 102102 Children, Families, Communities, 102103 Community Leadership, 102107 Practising Pedagogical Leadership, 102108 Leadership and Management, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3-5 Years)

Note: Students must complete 10 units from the Master of Teaching (Birth – 12 Years) and must also complete four Bachelor of Arts (BA) units in order to meet the subject content requirements for primary teaching. These BA units should include Analytical Reading and Writing, Mathematical Patterns and Relationships and two other units from the BA Core, Numeracy and Science Pool of the Education Studies Major and/or one of the BA Majors.

Mid year Intake Accelerated**Year 1****2H Session**

101802.1	Investigating with Mathematics, Science and Technology
102106.1	People, Place and Pedagogy

Two BA units

Summer Session

Two BA units

Year 2**1H Session**

101105.3	Prosocial Learning Environments
102105.1	Creative Teaching and Learning
101803.2	Literacy in the Early Years
102100.1	Research and Professional Practice

2H Session

101583.2	Primary Science & Technology
101580.2	Primary Mathematics and Numeracy 1
101586.2	Primary English and Literacy 2
102111.1	Professional Experience K - 6

Recommended Sequence

For graduates of the Western Sydney University Bachelor of Education (Birth – 5 Years) - (Students receive advanced standing for 101625 Inclusive Practices, 101899 Introduction to Pedagogical Leadership, 102102 Children, Families, Communities, 102107 Practising Pedagogical

Leadership, 102108 Leadership and Management, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3-5 Years, 101803 Literacy in the Early Years; 101105 Prosocial Learning Environments, 102105 Creative Teaching and Learning).

Start-year Intake

Year 1

1H session

102100.1	Research and Professional Practice
102101.1	Diverse Literacies
102104.1	Theorising Play
101583.2	Primary Science & Technology

2H Session

102106.1	People, Place and Pedagogy
101802.1	Investigating with Mathematics, Science and Technology
102103.1	Community Leadership

Year 2

1H Session

101580.2	Primary Mathematics and Numeracy 1
101586.2	Primary English and Literacy 2
102111.1	Professional Experience K - 6

Recommended sequence

For graduates of the Western Sydney University Bachelor of Education (Birth – 5 Years) - (Students receive advanced standing for 101625 Inclusive Practices, 101899 Introduction to Pedagogical Leadership, 102102 Children, Families, Communities, 102107 Practising Pedagogical Leadership, 102108 Leadership and Management, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3-5 Years, 101803 Literacy in the Early Years; 101105 Prosocial Learning Environments, 102105 Creative Teaching and Learning)

Start-year Intake Accelerated Pattern

Year 1

1H Session

102100.1	Research and Professional Practice
102101.1	Diverse Literacies
102104.1	Theorising Play
101580.2	Primary Mathematics and Numeracy 1
101583.2	Primary Science & Technology

2H Session

101802.1	Investigating with Mathematics, Science and Technology
102106.1	People, Place and Pedagogy
101586.2	Primary English and Literacy 2
102103.1	Community Leadership
102111.1	Professional Experience K - 6

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

1784.1

The Master of Teaching (Birth - 5 Years) is an early exit point from the 1783 - Master of Teaching (Birth - 12 Years) for students who want a Birth - 5 Years qualification only.

Study Mode

Two years full-time.

Location

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

Accreditation

The program is designed to meet all the requirements for accreditation by the Australian Children's Education and Care Quality Authority (ACECQA) and has been approved by the ACECQA.

Admission

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.

Special Requirements

Government Policies: Education employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involved signing a Prohibited Employment Declaration.

Course Structure

Qualification for this award requires the successful completion of 160 credit points (16 units) listed in the recommended sequence below.

Start-year Intake

Recommended Sequence

Year 1

1H Session

102100.1	Research and Professional Practice
102101.1	Diverse Literacies
102102.1	Children, Families, Communities
102104.1	Theorising Play

2H Session

102105.1	Creative Teaching and Learning
102106.1	People, Place and Pedagogy
101899.1	Introduction to Pedagogical Leadership
102103.1	Community Leadership

Year 2**1H Session**

102108.1	Leadership and Management
101803.2	Literacy in the Early Years
101105.3	Prosocial Learning Environments
102109.1	Professional Experience Birth - 2 Years

2H Session

101802.1	Investigating with Mathematics, Science and Technology
101625.2	Inclusive Practices
102107.1	Practising Pedagogical Leadership
102110.1	Professional Experience 3 - 5 Years

Mid-year Intake**Year 1****2H Session**

102101.1	Diverse Literacies
102106.1	People, Place and Pedagogy
101899.1	Introduction to Pedagogical Leadership
102104.1	Theorising Play

Year 2**1H Session**

102100.1	Research and Professional Practice
102102.1	Children, Families, Communities
101105.3	Prosocial Learning Environments
102109.1	Professional Experience Birth - 2 Years

2H Session

101802.1	Investigating with Mathematics, Science and Technology
101625.2	Inclusive Practices
102105.1	Creative Teaching and Learning
102103.1	Community Leadership

Year 3**1H Session**

102108.1	Leadership and Management
101803.2	Literacy in the Early Years
102107.1	Practising Pedagogical Leadership
102110.1	Professional Experience 3 - 5 Years

Start-year Intake

For graduates of Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

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

102100.1	Research and Professional Practice
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102101.1	Diverse Literacies
102105.1	Creative Teaching and Learning
102108.1	Leadership and Management

2H Session

101802.1	Investigating with Mathematics, Science and Technology
101625.2	Inclusive Practices
102106.1	People, Place and Pedagogy
102109.1	Professional Experience Birth - 2 Years

Year 2**1H Session**

101803.2	Literacy in the Early Years
101105.3	Prosocial Learning Environments
102107.1	Practising Pedagogical Leadership
102110.1	Professional Experience 3 - 5 Years

Start-year Intake Accelerated Pattern

For graduates of Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

Year 1**1H Session**

102100.1	Research and Professional Practice
102101.1	Diverse Literacies
102108.1	Leadership and Management
101803.2	Literacy in the Early Years
101105.3	Prosocial Learning Environments
102109.1	Professional Experience Birth - 2 Years

2H Session

101802.1	Investigating with Mathematics, Science and Technology
101625.2	Inclusive Practices
102105.1	Creative Teaching and Learning
102106.1	People, Place and Pedagogy
102107.1	Practising Pedagogical Leadership
102110.1	Professional Experience 3 - 5 Years

Mid-year Intake

For graduates of Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

Recommended Sequence**Year 1****2H Session**

102101.1	Diverse Literacies
102105.1	Creative Teaching and Learning
102106.1	People, Place and Pedagogy
102109.1	Professional Experience Birth - 2 Years

Year 2**1H Session**

102100.1	Research and Professional Practice
102108.1	Leadership and Management
101803.2	Literacy in the Early Years
101105.3	Prosocial Learning Environments

2H Session

101802.1	Investigating with Mathematics, Science and Technology
101625.2	Inclusive Practices
102107.1	Practising Pedagogical Leadership
102110.1	Professional Experience 3 - 5 Years

Mid-year Intake Accelerated Pattern

For graduates of Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

Year 1**2H Session**

102108.1	Leadership and Management
101803.2	Literacy in the Early Years
102106.1	People, Place and Pedagogy
101802.1	Investigating with Mathematics, Science and Technology
101625.2	Inclusive Practices
102109.1	Professional Experience Birth - 2 Years

Year 2**1H Session**

102100.1	Research and Professional Practice
102108.1	Leadership and Management
102105.1	Creative Teaching and Learning
101105.3	Prosocial Learning Environments
102107.1	Practising Pedagogical Leadership
102110.1	Professional Experience 3 - 5 Years

Master of Teaching (Primary)**1781.1**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2015 or later.

The Master of Teaching (Primary) is a professional teaching qualification for students possessing an appropriate bachelor's degree. It prepares graduates for careers in primary school settings and other educational fields in New South Wales for professional program accreditation with the Australian Institute for Teaching and School Leadership. The degree provides deep engagement in primary education, on campus and in schools, through innovative approaches to teaching and learning. It involves students in engaged learning and work integrated learning,

through placements in agencies and schools. There is an early exit point, the Graduate Diploma in Educational Studies (Primary) (exit only), for students not seeking a professional teaching qualification.

Study Mode

Two years full-time.

Location

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

Accreditation

The Master of Teaching (Primary) is a professional teaching qualification for students possessing a relevant bachelor's degree. It has been professionally accredited by the Board of Studies, Teaching and Educational Standards (BOSTES). Graduates will meet the Australian Professional Standards for Graduate Teachers.

Inherent requirements

There are inherent requirements for this course that you must meet in order to complete your course and graduate. Make sure you read and understand the requirements for this course online.

Admission

Applicants must have successfully completed an undergraduate degree with at least eight units (equivalent of one year) of study in at least one area relevant to primary teaching in order to meet the curriculum 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.

Additional Information for Applicants:

Current students in the Bachelor of Arts (Pathway to Teaching Primary) can apply via the Western Sydney University Transition to Teaching. All other local applicants must apply via the Universities Admission Centre (UAC).

International applicants must apply directly to the University via the International Office.

International students who did not complete their undergraduate degree in Australia must also meet English Language proficiency requirements and must provide evidence to satisfy the Australian Institute of Teaching and School Leadership (AITSL) as in the following:

1. An Academic version of the International English Language Testing System (IELTS) Test Report Form (TRF) that shows an overall score of at least 7.5 and:

- a score of at least 7.0 for Reading and Writing; and
- a score of at least 8.0 for Speaking and Listening.

The IELTS test scores must appear on a single IELTS TRF and be the result of a test undertaken during the 12-month period prior to submitting an application.

2. An applicant has completed study assessed by AITSL as comparable to at least four years of full-time (or part-time equivalent) higher education (university) study, that results in a qualification/s comparable to the education level of an Australian bachelor degree or higher (must include a recognised initial teacher education qualification)

undertaken in Australia, Canada, the Republic of Ireland, New Zealand, the United Kingdom or the United States. Details of acceptable proof are available on The University's 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 Western Sydney University.

Special Requirements Prerequisites

Prior to enrolling, students in units 101577 Classrooms Without Borders; 102073 Primary Professional Practice 1 and 102074 Primary Professional Practice must:

- Satisfactorily complete Child Protection Awareness training
- Satisfactorily complete Working with Children Check
- Satisfactorily complete Anaphylaxis training
- Meet Inherent Requirements for Master of Teaching (Primary)

Course Completion Prerequisites

Prior to graduating, students in unit 102073 Primary Professional Practice 1 must:

- Satisfactorily complete the literacy and numeracy test.

Course Structure

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

Students can exit with the 1782 - Graduate Diploma in Educational Studies (Primary) on completion of 80 credit points of study selected from the Master of Teaching (Primary) units.

Recommended sequence

Course Structure for BA Pathway to Teaching Primary students who complete 40 credit points of the M Teach as part of the Education Studies Major in the BA

Accelerated Full-time mode (1 year)

Year 1

1H session

Module 2

- 102076.1** Teaching and Learning in Classrooms
- 102073.2** Primary Professional Practice 1
- 101579.2** Primary English and Literacy 1
- 101580.2** Primary Mathematics and Numeracy 1

Module 3

- 102072.1** Primary Health and Physical Education
- 101585.2** Primary Creative Arts

2H session

Module 3

- 101586.2** Primary English and Literacy 2
- 101583.2** Primary Science & Technology

Module 4

- 102075.1** Researching and Developing Engaging Pedagogies
- 102074.2** Primary Professional Practice 2
- 101584.2** Primary Mathematics and Numeracy 2
- 101286.3** Inclusive Teaching for Effective Learning

Full-time mode (1.5 years)

Year 1

1H session

Module 2

- 102076.1** Teaching and Learning in Classrooms
- 102073.2** Primary Professional Practice 1
- 101579.2** Primary English and Literacy 1
- 101580.2** Primary Mathematics and Numeracy 1

2H session

Module 3

- 102072.1** Primary Health and Physical Education
- 101586.2** Primary English and Literacy 2
- 101585.2** Primary Creative Arts
- 101583.2** Primary Science & Technology

Year 2

1H session

Module 4

- 102075.1** Researching and Developing Engaging Pedagogies
- 102074.2** Primary Professional Practice 2
- 101584.2** Primary Mathematics and Numeracy 2
- 101286.3** Inclusive Teaching for Effective Learning

Course structure for students with degree other than BA Pathway to Teaching Primary.

Accelerated Full-time mode (1.5 years)

Year 1

1H session

Module 1

- 102077.1** Understanding and Teaching Children
- 101577.5** Classrooms Without Borders
- 102071.2** Culture, Subjectivities and Schooling
- 101582.2** Primary Human Society and its Environment

2H session

Module 2

- 102076.1** Teaching and Learning in Classrooms
- 102073.2** Primary Professional Practice 1
- 101579.2** Primary English and Literacy 1
- 101580.2** Primary Mathematics and Numeracy 1

Module 3

102072.1 Primary Health and Physical Education
101585.2 Primary Creative Arts

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

101586.2 Primary English and Literacy 2
101583.2 Primary Science & Technology

Module 4

102075.1 Researching and Developing Engaging Pedagogies
102074.2 Primary Professional Practice 2
101584.2 Primary Mathematics and Numeracy 2
101286.3 Inclusive Teaching for Effective Learning

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

102077.1 Understanding and Teaching Children
101577.5 Classrooms Without Borders
102071.2 Culture, Subjectivities and Schooling
101582.2 Primary Human Society and its Environment

2H session**Module 2**

102076.1 Teaching and Learning in Classrooms
102073.2 Primary Professional Practice 1
101579.2 Primary English and Literacy 1
101580.2 Primary Mathematics and Numeracy 1

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

102072.1 Primary Health and Physical Education
101586.2 Primary English and Literacy 2
101585.2 Primary Creative Arts
101583.2 Primary Science & Technology

2H session**Module 4**

102075.1 Researching and Developing Engaging Pedagogies
102074.2 Primary Professional Practice 2
101584.2 Primary Mathematics and Numeracy 2
101286.3 Inclusive Teaching for Effective Learning

Graduate Diploma in Educational Studies (Primary) (exit only)**1782.1**

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 2015 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 1781 Master of Teaching (Primary).

Course Structure

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

102077.1	Understanding and Teaching Children
101577.5	Classrooms Without Borders
102071.2	Culture, Subjectivities and Schooling
101582.2	Primary Human Society and its Environment
102076.1	Teaching and Learning in Classrooms
102073.2	Primary Professional Practice 1
101579.2	Primary English and Literacy 1
101580.2	Primary Mathematics and Numeracy 1
102072.1	Primary Health and Physical Education
101586.2	Primary English and Literacy 2
101585.2	Primary Creative Arts
101583.2	Primary Science & Technology
102075.1	Researching and Developing Engaging Pedagogies
102074.2	Primary Professional Practice 2
101584.2	Primary Mathematics and Numeracy 2
101286.3	Inclusive Teaching for Effective Learning

Graduate Certificate in Primary Mathematics Education**1830.1**

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Graduate Certificate in Primary Mathematics Education equips primary teaching graduates with the skills, knowledge and dispositions that will enable them to assume the role of a primary mathematics specialist teacher within the primary school setting. Graduates will develop deep mathematics pedagogical content knowledge, a strong understanding of the importance of research-based enquiry to inform teaching and skills in mentoring and coaching other teachers of mathematics.

The Graduate Certificate in Primary Mathematics Education will be delivered through a flexible online mode.

Study Mode

One year part-time.

Location

Campus Attendance Mode

Online Part Time Multi Modal

Admission

Applicants must have successfully completed a 3 or 4 year primary teaching qualification or

the Master of Teaching (Primary) and a pass grade in units equivalent to units 101580 Primary Mathematics and Numeracy 1 and 101584 Primary Mathematics and Numeracy 2.

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

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. 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 the University 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 the University.

Special Requirements

Students must satisfactorily complete Working with Children Check Student Declaration upon entry.

Course Structure

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

Recommended Sequence

Part-time

Autumn session

102323.1 Leading Mathematics in the Primary School
102324.1 Assessment and Intervention for Mathematics and Numeracy Learning

Spring session

102321.1 Mathematics for Contemporary Learners
102322.1 Addressing Diversity in Mathematics Teaching and Learning

Master of Teaching (Secondary)

1714.1

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 2015 or later.

The Master of Teaching (Secondary) is an accredited 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 qualification in secondary education, and is taught on campus and in schools, through innovative blended teaching and learning approaches. Graduates meet the Australian Professional Standards for Graduate Teachers, required for registration with the NSW Board of Studies, Teaching and Educational Standards. There are two early exit points. The Graduate Diploma in Educational Studies (Secondary) is for students not seeking a professional teaching qualification. The Graduate Certificate in Educational Studies (Secondary) will serve as a Professional Development qualification for currently accredited teachers.

Study Mode

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

Location

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

Accreditation

The Master of Teaching (Secondary) is a professional teaching qualification for students possessing a relevant bachelor's degree. It has been professionally accredited by the Board of Studies, Teaching and Educational Standards (BOSTES). Graduates will meet the Australian Professional Standards for Graduate Teachers.

Inherent requirements

There are inherent requirements for this course that you must meet in order to complete your course and graduate. Make sure you read and understand the requirements for this course online.

Admission

Applicants must have successfully completed an undergraduate degree in any discipline. The completed units in the undergraduate degree must match with the secondary subject content requirements of the NSW Board of Studies, Teaching and Educational Standards for the subject(s) the applicant intending to teach.

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

Additional Information for Applicants:

Current students in the Bachelor of Arts (Pathway to Teaching Secondary), Bachelor of Science (Pathway to Teaching Secondary) and the Bachelor of Health Science (Health and Physical Education) Pathway to Teaching (Secondary) can apply via the Western Sydney University Transition to Teaching. All other local applicants must apply via the Universities Admission Centre (UAC).

International applicants must apply directly to the University via the International Office.

International students who did not complete their undergraduate degree in Australia must also meet English Language proficiency requirements and must provide evidence to satisfy the Australian Institute for Teaching and School Leadership (AITSL) as in the following:

1. An Academic version of the International English Language Testing System (IELTS) Test Report Form (TRF) that shows an overall score of at least 7.5 and:

- a score of at least 7.0 for Reading and Writing; and
- a score of at least 8.0 for Speaking and Listening.

The IELTS test scores must appear on a single IELTS TRF and be the result of a test undertaken during the 12-month period prior to submitting an application.

Or

2. An applicant has completed study assessed by AITSL as comparable to at least four years of full-time (or part-time equivalent) higher education (university) study, that results in a qualification/s comparable to the education level of an Australian bachelor degree or higher (must include a recognised initial teacher education qualification) undertaken in Australia, Canada, the Republic of Ireland, New Zealand, the United Kingdom or the United States. Details of acceptable proof are available on The University's 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 Western Sydney University.

Special Requirements Prerequisites

Prior to enrolling students must:

- Satisfactorily complete Child Protection Awareness training
- Satisfactorily complete Working with Children Check
- Satisfactorily complete Anaphylaxis training
- Meet Inherent Requirements for Master of Teaching (Secondary)

Course Completion Prerequisites

Prior to graduating students must:

- Satisfactorily complete the literacy and numeracy test.

Course Structure

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

Students can exit with the Graduate Certificate in Educational Studies (Secondary) on completion of 40 credit points of study selected from the Master of Teaching (Secondary) units. The Graduate Diploma in Educational Studies (Secondary) would be an exit point on completion of 80 credit points of study (excluding Professional Practice units) selected from the Master of Teaching (Secondary) units. A Grad Cert Ed Studies would be an appropriate exit point for an already accredited teacher, whilst the Grad Dip Ed Studies would be for a student not wishing to pursue classroom teaching as a career. Please note, that these are not teaching qualifications.

Recommended Sequence

Start Year Intake Full Time Mode

Semester 1

102081.1	Adolescent Development and Teaching
102083.1	Diversity, Social Justice and Learning
102086.1	Designing Teaching and Learning
102096.1	Researching Teaching and Learning 1

Semester 2

102082.1	Pedagogy for Positive Learning Environments
102087.1	Secondary Curriculum 1A
102088.1	Secondary Curriculum 1B
102093.1	Secondary Professional Practice 1

Students who have satisfied the BOSTES undergraduate teaching area requirements for a second or additional teaching area would undertake the required additional 102089 Secondary Curriculum 1C and 102092 Secondary Curriculum 2C in the same semester in which 102087 Secondary Curriculum 1A, 102088 Secondary Curriculum 1B, 102090 Secondary Curriculum 2A and 102091 Secondary Curriculum 2B are offered.

102089.1	Secondary Curriculum 1C
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Semester 3

102084.1	Inclusive Education - Theory, Policy & Practice
102090.1	Secondary Curriculum 2A
102091.1	Secondary Curriculum 2B
102094.1	Secondary Professional Practice 2

Students who have satisfied the BOSTES undergraduate teaching area requirements for a second or additional teaching area would undertake the required additional 102089 Secondary Curriculum 1C and 102092 Secondary Curriculum 2C in the same semester in which 102087 Secondary Curriculum 1A, 102088 Secondary Curriculum 1B, 102090 Secondary Curriculum 2A and 102091 Secondary Curriculum 2B are offered.

102092.1	Secondary Curriculum 2C
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Semester 4

102085.1	Aboriginal & Culturally Responsive Pedagogies
102095.2	Secondary Professional Practice 3
102098.1	Contemporary Teacher Leadership

102097.1 Researching Teaching & Learning 2

Mid Year Intake Full Time Mode

Semester 1

102081.1 Adolescent Development and Teaching
102083.1 Diversity, Social Justice and Learning
102086.1 Designing Teaching and Learning
102096.1 Researching Teaching and Learning 1

Semester 2

102082.1 Pedagogy for Positive Learning Environments
102090.1 Secondary Curriculum 2A
102091.1 Secondary Curriculum 2B
102093.1 Secondary Professional Practice 1

Students who have satisfied the BOSTES undergraduate teaching area requirements for a second or additional teaching area would undertake the required additional 102089 Secondary Curriculum 1C and 102092 Secondary Curriculum 2C in the same semester in which 102087 Secondary Curriculum 1A, 102088 Secondary Curriculum 1B, 102090 Secondary Curriculum 2A and 102091 Secondary Curriculum 2B are offered.

102092.1 Secondary Curriculum 2C

Semester 3

102087.1 Secondary Curriculum 1A
102088.1 Secondary Curriculum 1B
102094.1 Secondary Professional Practice 2
102085.1 Aboriginal & Culturally Responsive Pedagogies

Students who have satisfied the BOSTES undergraduate teaching area requirements for a second or additional teaching area would undertake the required additional 102089 Secondary Curriculum 1C and 102092 Secondary Curriculum 2C in the same semester in which 102087 Secondary Curriculum 1A, 102088 Secondary Curriculum 1B, 102090 Secondary Curriculum 2A and 102091 Secondary Curriculum 2B are offered.

102089.1 Secondary Curriculum 1C

Semester 4

102095.2 Secondary Professional Practice 3
102098.1 Contemporary Teacher Leadership
102097.1 Researching Teaching & Learning 2
102084.1 Inclusive Education - Theory, Policy & Practice

Start Year Intake Accelerated Mode

NOTE: Students with a GPA 5 for their first four units of study will be invited to enrol in the accelerated mode.

Semester 1

102081.1 Adolescent Development and Teaching
102083.1 Diversity, Social Justice and Learning
102086.1 Designing Teaching and Learning
102096.1 Researching Teaching and Learning 1

Semester 2

102082.1 Pedagogy for Positive Learning Environments
102087.1 Secondary Curriculum 1A
102088.1 Secondary Curriculum 1B
102093.1 Secondary Professional Practice 1
102084.1 Inclusive Education - Theory, Policy & Practice
102085.1 Aboriginal & Culturally Responsive Pedagogies

Semester 3

102090.1 Secondary Curriculum 2A
102091.1 Secondary Curriculum 2B
102094.1 Secondary Professional Practice 2
102095.2 Secondary Professional Practice 3
102098.1 Contemporary Teacher Leadership
102097.1 Researching Teaching & Learning 2

Mid-year Intake Accelerated Mode

NOTE: Students with a GPA 5 for their first four units of study will be invited to enrol in the accelerated mode.

Semester 1

102081.1 Adolescent Development and Teaching
102083.1 Diversity, Social Justice and Learning
102086.1 Designing Teaching and Learning
102096.1 Researching Teaching and Learning 1

Semester 2

102082.1 Pedagogy for Positive Learning Environments
102090.1 Secondary Curriculum 2A
102091.1 Secondary Curriculum 2B
102093.1 Secondary Professional Practice 1
102084.1 Inclusive Education - Theory, Policy & Practice
102095.2 Secondary Professional Practice 3

Semester 3

102087.1 Secondary Curriculum 1A
102088.1 Secondary Curriculum 1B
102094.1 Secondary Professional Practice 2
102098.1 Contemporary Teacher Leadership
102097.1 Researching Teaching & Learning 2
102085.1 Aboriginal & Culturally Responsive Pedagogies

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

1715.1

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 2015 or later.

The Graduate Diploma in Educational Studies (Secondary) is an exit point on completion of 80 credit points of study

(excluding Professional Practice units) selected from the Master of Teaching (Secondary) units. Please note, this is not a teaching qualification.

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 - any eight units from those listed below.

102081.1	Adolescent Development and Teaching
102083.1	Diversity, Social Justice and Learning
102086.1	Designing Teaching and Learning
102096.1	Researching Teaching and Learning 1
102082.1	Pedagogy for Positive Learning Environments
102084.1	Inclusive Education - Theory, Policy & Practice
102085.1	Aboriginal & Culturally Responsive Pedagogies
102087.1	Secondary Curriculum 1A
102088.1	Secondary Curriculum 1B
102089.1	Secondary Curriculum 1C
102090.1	Secondary Curriculum 2A
102091.1	Secondary Curriculum 2B
102092.1	Secondary Curriculum 2C
102098.1	Contemporary Teacher Leadership

For detailed course structure see 1714 Master of Teaching (Secondary)

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

1716.1

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 2015 or later.

Students can exit the Master of Teaching (Secondary) with the Graduate Certificate in Educational Studies (Secondary) on completion of 40 credit points of study selected from the Master of Teaching (Secondary) units. A Graduate Certificate in Educational Studies would be an appropriate exit point for an already accredited teacher. Please note, this is not a teaching qualification.

Location

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

Admission

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

Course Structure

Professional Learning Pathway

Any four units from

102081.1	Adolescent Development and Teaching
102083.1	Diversity, Social Justice and Learning
102086.1	Designing Teaching and Learning
102082.1	Pedagogy for Positive Learning Environments
102084.1	Inclusive Education - Theory, Policy & Practice
102085.1	Aboriginal & Culturally Responsive Pedagogies

Curriculum Area Pathway

Secondary Curriculum Units

102089.1	Secondary Curriculum 1C
102092.1	Secondary Curriculum 2C

AND

102093.1	Secondary Professional Practice 1
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Plus one additional unit from

102081.1	Adolescent Development and Teaching
102083.1	Diversity, Social Justice and Learning
102086.1	Designing Teaching and Learning
102082.1	Pedagogy for Positive Learning Environments
102084.1	Inclusive Education - Theory, Policy & Practice
102085.1	Aboriginal & Culturally Responsive Pedagogies

Or two additional units from

102081.1	Adolescent Development and Teaching
102083.1	Diversity, Social Justice and Learning
102086.1	Designing Teaching and Learning
102082.1	Pedagogy for Positive Learning Environments
102084.1	Inclusive Education - Theory, Policy & Practice
102085.1	Aboriginal & Culturally Responsive Pedagogies

For detailed course structure see 1714 Master of Teaching (Secondary)

SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

Master of Accessible Media

1821.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Master of Accessible Media offers a unique opportunity to acquire practical knowledge and skills in the development of accessible media for an increasingly legislated environment. Skills learnt involve inter-lingual subtitling, intra-lingual captioning, re-speaking, speech recognition, audio description, script writing, accessible short filmmaking, machine translation, crowd-sourcing and project management. Media accessibility includes provision of access to audio-visual content in language, to hearing impaired, hard-of-hearing and vision impaired groups, in a range of places such museums, opera houses, live performances and events, tourist attractions, parliaments, hospitals, airlines and airports, and classrooms and lecture halls. With more content and access to content on online and mobile devices, as well as the learning access expansion in the education sector, the demand for media accessibility and expertise in the design and production of accessible media is a growth field.

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
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal

Admission

The course targets industry professionals with existing expertise in a cognate discipline, interpreting and translation, media arts direction and production that will be assessed for advanced standing of 40 credit points.

Applicants must have at least 5 years full time or equivalent industry experience in one of the following areas: interpreting and translating, media production and/or direction, screen and broadcast design.

Industry experience will be assessed on the basis of a CV and/or digital portfolio demonstrating a working knowledge about professional roles, practices and workflows for interpreting and translating and accessible media. This

information can be sent by email to enquirieshca@westernsydney.edu.au after applying through UAC. Please put 'Master of Accessible Media Supporting Documents' in the subject field of your email.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

Qualification for this award requires the successful completion of 120 credit points consisting of the units listed in the recommended sequence below (plus an extra 40 credit points of advanced standing based on previous studies assessed as cognate discipline).

Recommended Sequence

Part-time Start year Intake

Year 1

Autumn session

Choose one of

- 102292.1** Strategic Communication
- 101750.2** Translation Technologies (PG)

Spring session

Choose one of

- 102300.1** Foundations of Media Arts Production (PG)

Media Cultures and Industries (PG) (not yet approved)

Choose one of

- Audiovisual Translation: Respeaking (not yet approved)
- Audio Description (not yet approved)

Year 2

Autumn session

Choose one of

- 101750.2** Translation Technologies (PG)
- 102292.1** Strategic Communication

Spring session

Choose one of

Media Cultures and Industries (PG) (not yet approved)

102300.1 Foundations of Media Arts Production (PG)

Choose one of

Audio Description (not yet approved)

Audiovisual Translation: Respeaking (not yet approved)

Full-time Mid year Intake**Year 1****Spring session**

102300.1 Foundations of Media Arts Production (PG)

Media Cultures and Industries (PG) (not yet approved)

101827.3 Audiovisual Translation: Subtitling and Captioning

Audio Description (not yet approved)

Autumn session

102292.1 Strategic Communication

102291.1 Television Sydney (TVS) Internship

101750.2 Translation Technologies (PG)

Year 2**Spring session**

101297.3 Languages and Linguistics Special Project

Audiovisual Translation: Respeaking (not yet approved)

101743.2 Mobile Media

Master of Arts in Continental Philosophy**1824.1**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Master of Arts in Continental Philosophy offers students the opportunity to benefit from the unique strength of the Philosophy Research Initiative as a centre of internationally recognised scholarship in philosophy. For students wishing to continue to a PhD, the Master of Arts in Continental Philosophy articulates with the research pathway degree (Master of Research) in the second year. This is a challenging, rigorous, innovative degree, developing skills in critical thinking, combined with an education in a broad range of positions throughout the history of continental philosophy to the present day.

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

Admission

Applicants must have successfully completed an undergraduate degree in humanities or social sciences.

In addition to applying to UAC, applicants will be required to provide:

- a 500 word personal statement
- a sample of academic writing such as an undergraduate essay, to be assessed by Philosophy staff
- two letters of recommendation from past teachers.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended Sequence**Full-time Start year Intake****Year 1****Autumn Session**

- 102382.1** Research Project in Philosophy
102384.1 Political Philosophy
102383.1 Topics in the History of Philosophy

Students may graduate at this stage with a Graduate Certificate in Philosophy after the successful completion of 40 credit points of study.

Spring Session

102380.1	Philosophical Aesthetics
102381.1	Ethics
102379.1	Special Topics in Philosophy

Students may graduate at this stage with a Graduate Diploma in Philosophy after the successful completion of 80 credit points of study.

Year 2**Autumn session**

102401.1	Masters Project in Philosophy
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OR**Articulation Point to the Masters of Research**

Students who wish to pursue higher study at a doctoral level can use credit from year one to transfer to the second year of the Masters of Research

International students wishing to take a two-year degree would have the option of articulating to the Master of Research in second year.

Full-time Mid year Intake**Year 1****Spring Session**

102380.1	Philosophical Aesthetics
102381.1	Ethics
102379.1	Special Topics in Philosophy

Students may graduate with a Graduate Certificate in Philosophy after the successful completion of 40 credit points of study.

Autumn Session

102382.1	Research Project in Philosophy
102384.1	Political Philosophy
102383.1	Topics in the History of Philosophy

Students may graduate at this stage with a Graduate Diploma in Philosophy after the successful completion of 80 credit points of study.

Year 2**Spring session**

102401.1	Masters Project in Philosophy
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OR**Articulation Point to the Masters of Research**

Students who wish to pursue higher study at a doctoral level can use credit from year one to transfer to the second year of the Masters of Research

International students wishing to take a two-year degree would have the option of articulating to the Master of Research in second year.

The timeline for part-time students over 4 years will involve all coursework units listed above to be completed prior to the commencement of the Masters Project. In normal

circumstances the coursework units will be completed by the end of the second year of a part time degree, yet this can be determined on a case by case basis.

Graduate Diploma in Continental Philosophy**1825.1**

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Graduate Diploma in Continental Philosophy offers students the opportunity to benefit from the unique strength of the Philosophy Research Initiative as a centre of internationally recognised scholarship in philosophy. This is a challenging, rigorous, innovative course-work degree, developing skills in critical thinking, combined with an education in a broad range of positions throughout the history of continental philosophy to the present day. Students who wish to write a thesis can transfer to the Master of Research.

Study Mode

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

Location

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

Admission

Applicants must have successfully completed an undergraduate degree in humanities or social sciences.

In addition to applying to UAC, applicants will be required to provide:

- a 500 word personal statement
- a sample of academic writing such as an undergraduate essay, to be assessed by Philosophy staff
- two letters of recommendation from past teachers.

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 the University should also use the information provided on the UAC website.

International applicants must apply directly to the Western Sydney University via the International Office International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended Sequence

Full-time Start year Intake

Year 1

Autumn Session

- 102382.1** Research Project in Philosophy
- 102384.1** Political Philosophy
- 102383.1** Topics in the History of Philosophy

Spring Session

- 102380.1** Philosophical Aesthetics
- 102381.1** Ethics
- 102379.1** Special Topics in Philosophy

Full-time Mid year Intake

Year 1

Spring Session

- 102380.1** Philosophical Aesthetics
- 102381.1** Ethics
- 102379.1** Special Topics in Philosophy

Autumn Session

- 102382.1** Research Project in Philosophy
- 102384.1** Political Philosophy
- 102383.1** Topics in the History of Philosophy

Graduate Certificate in Continental Philosophy

1826.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Graduate Certificate in Continental Philosophy offers students the opportunity to benefit from the unique strength of the Philosophy Research Initiative as a centre of internationally recognised scholarship in philosophy. This is a challenging, rigorous, innovative course-work degree that exposes students to a broad range of positions throughout the history of continental philosophy to the present day.

Study Mode

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

Location

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

Admission

Applicants must have successfully completed an undergraduate degree in humanities or social sciences.

In addition to applying to UAC, applicants will be required to provide:

- a 500 word personal statement
- a sample of academic writing such as an undergraduate essay, to be assessed by Philosophy staff
- two letters of recommendation from past teachers.

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 the University should also use the information provided on the UAC website.

International applicants must apply directly to the Western Sydney University via the International Office International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended Sequence

Full-time Start year Intake

Year 1

Autumn Session

102382.1	Research Project in Philosophy
102384.1	Political Philosophy
102383.1	Topics in the History of Philosophy

Full-time Mid year Intake

Year 1

Spring Session

102380.1	Philosophical Aesthetics
102381.1	Ethics
102379.1	Special Topics in Philosophy

Master of Arts (Creative Arts)

1827.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 1H 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Master of Arts (Creative Arts) is designed to provide students with an optimal research training framework to equip them for work in the creative arts industry and for future research pathways. As an interdisciplinary program, it supports the established practices of creative writing, music, design, and visual and media arts (screen and sound), as well as that of recent innovative work in the digital and networked environments. It offers training in a wide range of creative arts research methodologies, including the experimental models associated with practice-led research. For students wishing to continue to a PhD, the Master of Arts (Creative Arts) articulates with the Master of Research pathway degree in the second 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
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Admission

Applicants must have successfully completed an undergraduate degree or master's degree in music, communication, design, design studies or arts OR have equivalent work experience that demonstrates the extent of their creative work achievements in the arts industry. A comprehensive resume and digital portfolio outlining achievements is to be sent by email to enquiriesca@westernsydney.edu.au after applying through UAC. Please put 'Master of Arts (Creative Arts) Supporting Documents' in the subject field of your email.

AND

Applicants will be required to supply a 500 word statement that outlines a tentative research proposal to be submitted as an attachment with the application.

Additionally for International students and for domestic students who have a qualification in a medium other than English, an English proficiency requirement of IELTS 6.5 overall (minimum 6.0 in each band) or equivalent.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

Qualification for this award requires the successful completion of 120 credit points which include the units listed below. Students may exit with a Graduate Diploma in Creative Arts (80 credit points) or Graduate Certificate in Creative Arts (40 credit points) on completion of the relevant units.

Recommended sequence

Year 1

Autumn session

102375.1	Research Methods in the Creative Arts
102376.1	Creativity: Theory and Practice

Students may exit at this point with the Graduate Certificate in Creative Arts after the successful completion of 40 credit points of study.

Spring session**102377.1** Creative Arts Project, Seminar and Proposal

Master of Research elective (10 credit points)

Master of Research elective (10 credit points)

Students may exit at this point with the Graduate Diploma in Creative Arts after the successful completion of 80 credit points of study.

Articulation Point to the Masters of Research

Students who wish to pursue higher study at a doctoral level can use credit from year one to transfer to the second year of the Master of Research.

OR**Year 2****Autumn session****102378.1** Major Research Project**Graduate Diploma in Creative Arts (exit only)****1828.1**

This is an Exit course only. Applicants apply to 1827 Master of Arts (Creative Arts) and exit with the Graduate Diploma award.

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
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Course Structure

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

Recommended sequence**Year 1****1H session****102375.1** Research Methods in the Creative Arts
102376.1 Creativity: Theory and Practice**2H session****102377.1** Creative Arts Project, Seminar and Proposal

Master of Research elective (10 credit points)

Master of Research elective (10 credit points)

Graduate Certificate in Creative Arts (exit only)**1829.1**

This is an Exit course only. Applicants apply to 1827 Master of Arts (Creative Arts) and exit with the Graduate Diploma award.

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
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Course Structure

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

Recommended sequence**Year 1****1H session****102375.1** Research Methods in the Creative Arts
102376.1 Creativity: Theory and Practice**Master of Arts in Literature and Creative Writing****1831.1**

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Writing and Society Research Centre offers a challenging, rigorous degree combining criticism and creativity leading to a Master of Arts in Literature and Creative Writing. The Master of Arts (MA) takes advantage of the unique strengths of the Centre which includes internationally renowned literary scholars, novelists, poets

and translators, an important literary publishing house (Giramondo), the preeminent literary review in Australia (the Sydney Review of Books), and access to the vibrant literary culture currently emerging from Western Sydney and gaining national attention. The MA links theory and practice, and students can either concentrate on critical or creative work, or work with both forms.

Students who wish to pursue higher study at a doctoral level can apply for entry into the Masters of Research and apply for up to 80 credit points of advanced standing for completing the year one units. Any student wishing to apply for entry into year 2 of the Master of Research must have a supervisor/supervisory panel in place and a detailed research proposal (2500 words) which must be submitted with the application. In addition, applications are to advise that 80 credit points of advanced standing approval is being sought.

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

Admission

A Bachelor degree in humanities, social sciences, society and culture or creative arts. Providing a 500 word writing sample (an essay or creative work) to be assessed by Writing and Society staff.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended sequence

Full-time Start year Intake

Year 1

Autumn session

One unit from the pool units below

102220.1 Applied Methods in Literary Studies and Creative Writing

Quarter 2

One unit from the pool units below

Students may graduate at this stage with a Graduate Certificate in Literature and Creative Writing after the successful completion of 40 credit points of study.

Spring

One unit from the pool units below

102222.1 Applied Practice in Literary Studies and Creative Writing

Quarter 4

One unit from the pool units below

Students may graduate at this stage with a Graduate Diploma in Literature and Creative Writing after the successful completion of 80 credit points of study.

Optional Entry Point to the Masters of Research.

Students who wish to pursue higher study at a doctoral level can apply for entry into the Masters of Research and apply for up to 80 credit points of advanced standing for completing the year one units.

OR

Year 2

Autumn session

102255.1 Masters Project

Full-time Mid year Intake

Recommended sequence

Year 1

Spring

One unit from the pool units below

102222.1 Applied Practice in Literary Studies and Creative Writing

Quarter 4

One unit from the pool units below

Students may graduate at this stage with a Graduate Certificate in Literature and Creative Writing after the successful completion of 40 credit points of study.

Autumn session

One unit from the pool units below

102220.1 Applied Methods in Literary Studies and Creative Writing

Quarter 2

One unit from the pool units below

Students may graduate at this stage with a Graduate Diploma in Literature and Creative Writing after the successful completion of 80 credit points of study.

Optional Entry Point to the Masters of Research.

Students who wish to pursue higher study at a doctoral level can apply for entry into the Masters of Research and apply for up to 80 credit points of advanced standing for completing the year one units.

OR

Year 2

Spring session

102255.1 Masters Project

Pool Units

Four of the five pool units will be offered each year on a rotating basis.

102256.1 Idea (Conceiving Experience)
102257.1 Word (Literary Traditions)
102258.1 World (Art and Nature)
102259.1 Search (Translation)
102260.1 Display (Sounds, Images, Text)

The timeline for part-time students over 4 years will involve all coursework units listed above to be completed prior to the commencement of the Masters Project. In normal circumstances the coursework units will be completed by the end of the second year of a part time degree, yet this can be determined on a case by case basis.

Graduate Diploma in Literature and Creative Writing (exit only)

1832.1

This is an Exit course only. Applicants apply to 1831 - Master of Arts in Literature and Creative Writing and exit with the Graduate Diploma award.

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 80 credit points from the units listed below.

Recommended sequence

Year 1

Autumn session

One unit from the pool units below

102220.1 Applied Methods in Literary Studies and Creative Writing

Quarter 2

One unit from the pool units below

Spring

One unit from the pool units below

102222.1 Applied Practice in Literary Studies and Creative Writing

Quarter 4

One unit from the pool units below

Pool Units

Four of the five pool units will be offered each year on a rotating basis.

102256.1 Idea (Conceiving Experience)
102257.1 Word (Literary Traditions)
102258.1 World (Art and Nature)
102259.1 Search (Translation)
102260.1 Display (Sounds, Images, Text)

Graduate Certificate in Literature and Creative Writing (exit only)

1833.1

This is an Exit course only. Applicants apply to 1831 - Master of Arts in Literature and Creative Writing and exit with the Graduate Certificate award.

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

Course Structure

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

Recommended sequence

Year 1

Autumn session

One unit from the pool units below

102220.1 Applied Methods in Literary Studies and Creative Writing

Quarter 2

One unit from the pool units below

Pool Units

Four of the five pool units will be offered each year on a rotating basis.

102256.1 Idea (Conceiving Experience)
102257.1 Word (Literary Traditions)
102258.1 World (Art and Nature)
102259.1 Search (Translation)
102260.1 Display (Sounds, Images, Text)

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.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

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 Director Academic 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 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
101297.3 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
101825.3 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 greater than 74% across 101297 Languages and Linguistics Special Project and 400586 Integrating Theory, Research and Practice. The required research Human resource development (HRD) documentation will be assessed by the College of Arts Research and Higher Degree Committee.

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

Master of Arts in TESOL

1800.1

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

The Master of Arts in TESOL is designed to meet professional development needs of those working or interested in a range of language teaching fields. It provides an advanced TESOL qualification for Australian and international English language practitioners who wish to work in the field of English language teaching and undertake research-based projects related to English language teaching and learning.

Study Mode

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

Location

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

Advanced Standing

Graduates of a Bachelor in TESOL or Graduate Diploma in TESOL (or equivalent) may be eligible for up to 50% Advanced Standing. Graduates of a Graduate Certificate in TESOL (or equivalent) may be eligible for up to 25% Advanced Standing.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

Qualification for this award requires the successful completion of 160 credit points which include the units listed below. Students may exit with a Graduate Diploma or Graduate Certificate on completion of the relevant units.

Exit Awards

Recommended sequence

Start Year Intake

Year 1

Autumn session

101825.3	English Linguistics for TESOL
101697.2	TESOL Methodology and Curricula
101854.1	Language and Linguistics Research Methods

Spring session

101824.3	Second Language Assessment and Testing
100919.2	Investigating Second Language Acquisition
102335.1	Contexts of TESOL
102325.1	Advanced Academic English Skills

Year 2

Autumn session

102336.1	Functional Grammar
102283.1	Multicultural Nonverbal Communication
101698.2	TESOL Internship

Spring session

102337.1	TESOL Project
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Mid Year Intake

Year 1

Spring session

102335.1	Contexts of TESOL
102325.1	Advanced Academic English Skills
101697.2	TESOL Methodology and Curricula

Autumn session

101825.3	English Linguistics for TESOL
101854.1	Language and Linguistics Research Methods
102336.1	Functional Grammar
102283.1	Multicultural Nonverbal Communication

Year 2

Spring session

101824.3	Second Language Assessment and Testing
100919.2	Investigating Second Language Acquisition
101698.2	TESOL Internship

Autumn session

102337.1	TESOL Project
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Graduate Diploma in TESOL

1801.1

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

The Graduate Diploma in TESOL provides a teacher training qualification which reflects the industry standard in the adult TESOL sector in the Australian and international contexts. 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 in Australia and overseas.

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

Advanced Standing

Graduates of a Graduate Certificate in TESOL (or equivalent) may be eligible for up to 50% Advanced Standing.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended sequence

Start Year Intake

Autumn session

101825.3	English Linguistics for TESOL
101697.2	TESOL Methodology and Curricula

Choose one of the following units:

101854.1	Language and Linguistics Research Methods
102283.1	Multicultural Nonverbal Communication
102336.1	Functional Grammar

Spring session

101824.3	Second Language Assessment and Testing
101698.2	TESOL Internship

Choose one of the following units:

100919.2	Investigating Second Language Acquisition
102335.1	Contexts of TESOL
102325.1	Advanced Academic English Skills

Mid Year Intake

Spring session

101824.3	Second Language Assessment and Testing
101697.2	TESOL Methodology and Curricula

Choose one of the following units:

100919.2	Investigating Second Language Acquisition
102335.1	Contexts of TESOL
102325.1	Advanced Academic English Skills

Autumn session

101825.3	English Linguistics for TESOL
101698.2	TESOL Internship

Choose one of the following units:

101854.1	Language and Linguistics Research Methods
102283.1	Multicultural Nonverbal Communication
102336.1	Functional Grammar

Graduate Certificate in TESOL

1802.1

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

The Graduate Certificate in TESOL provides an initial teacher training qualification which reflects the industry standard in the adult TESOL sector in the Australian context. 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 in Australia.

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 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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Start Year Intake

Autumn session

101825.3	English Linguistics for TESOL
101697.2	TESOL Methodology and Curricula

Spring session

101824.3	Second Language Assessment and Testing
101698.2	TESOL Internship

Mid Year Intake

Spring session

101824.3	Second Language Assessment and Testing
101697.2	TESOL Methodology and Curricula

Autumn session

101825.3	English Linguistics for TESOL
101698.2	TESOL Internship

Master of Arts Translation and Interpreting Studies

1780.1

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 2015 or later.

The Master of Arts Translation and Interpreting Studies 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 research. Subject to demand, the following languages are available: Arabic, Japanese, Mandarin, Korean, Thai, Vietnamese and Spanish.

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

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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

Year 1

Autumn session

101695.2	Introduction to Interpreting PG
101696.2	Introduction to Translation PG
101750.2	Translation Technologies (PG)
101845.1	Community and Social Services Translation (PG)

Spring session

102015.1	Interpreting Skills (PG)
100922.2	Medical Interpreting (PG)
101827.3	Audiovisual Translation: Subtitling and Captioning
100917.2	Specialised Translation (PG)

Year 2

Autumn session

100916.2	Legal Interpreting
101868.1	Business Interpreting
100925.2	Literary Translation
101854.1	Language and Linguistics Research Methods

Spring session

102167.1	Conference Interpreting
100919.2	Investigating Second Language Acquisition
101297.3	Languages and Linguistics Special Project

Choose one of

102338.1	Intercultural Communication (PG)
101825.3	English Linguistics for TESOL

Mid-year Intake

Year 1

Spring session

101695.2	Introduction to Interpreting PG
101696.2	Introduction to Translation PG

101827.3	Audiovisual Translation: Subtitling and Captioning
102015.1	Interpreting Skills (PG)

Autumn session

101750.2	Translation Technologies (PG)
101845.1	Community and Social Services Translation (PG)
101854.1	Language and Linguistics Research Methods

Choose one of

102338.1	Intercultural Communication (PG)
101825.3	English Linguistics for TESOL

Year 2

Spring session

100922.2	Medical Interpreting (PG)
100917.2	Specialised Translation (PG)
100919.2	Investigating Second Language Acquisition
102167.1	Conference Interpreting

Autumn session

101868.1	Business Interpreting
100916.2	Legal Interpreting
100925.2	Literary Translation
101297.3	Languages and Linguistics Special Project

Graduate Diploma in Interpreting Studies (exit only)

1778.1

This course is an exit point for students undertaking 1775 Graduate Diploma in Interpreting and 1777 Master of Interpreting and 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 80 credit points including the units listed in the recommended sequence below.

Autumn session

101695.2	Introduction to Interpreting PG
101696.2	Introduction to Translation PG
100916.2	Legal Interpreting
101868.1	Business Interpreting

Spring session

- A7456.4** Interpreting and Translation Professional Practicum (PG)
100922.2 Medical Interpreting (PG)
102015.1 Interpreting Skills (PG)

One postgraduate unit agreed with the Director Academic Program.

Graduate Diploma in Translation Studies (exit only)**1779.1**

This course is an exit point for students undertaking 1776 Graduate Diploma in Translation and 1777 Master of Interpreting and 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

Admission

This course is an exit point only.

Course Structure

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

Autumn

- 101696.2** Introduction to Translation PG
101695.2 Introduction to Interpreting PG
101750.2 Translation Technologies (PG)
101845.1 Community and Social Services Translation (PG)

Spring

- A7456.4** Interpreting and Translation Professional Practicum (PG)
100917.2 Specialised Translation (PG)
101827.3 Audiovisual Translation: Subtitling and Captioning

One postgraduate unit agreed with Director Academic Program.

Industrial Experience

Students may use general office space and office equipment during the 5 days' work experience placement with an external organisation to gain experience and observation on activities involving translation and/or interpreting. There is no formal contract applicable. It is a mutually beneficial arrangement between the School and the external organisation. During the period of placement,

the University has appropriate liability protections that protect the student and the University in the event that the student, during the course of the activity, becomes legally liable for injury, to any person, or damage to property caused by their negligent act, related to the activity (other than property damage arising from the use of a motor vehicle). As an enrolled student of the University, the Student Personal Accident Insurance covers the student for personal injury.

Master of Convergent Media**1804.1**

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

The Master of Convergent Media offers a unique opportunity to acquire the high-level digital content and professional communication skill-sets that are so necessary to prosper in the contemporary media landscape. Media professionals are now required to understand and connect with their audiences across broadcast, online, mobile and other channels and to integrate new platforms and social media into their mix. This course is designed for media, marketing and creative professionals wishing to substantially reorient, enhance or develop their current skills and research capacities, to respond to the challenges and opportunities of convergent media.

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, new research methodologies and creative development and content creation for convergent media. There are opportunities to develop high-level strategic plans for real-world organisations, to deliver a multi-platform/convergent media product, to undertake an in-depth academic or practice-led research project, and to intern professionally in the field. From mobile media to social media, from gaming to strategic communication, you will acquire a thorough knowledge of the converged professional landscape.

To complement an exciting, cutting edge academic offering, The University 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.

The Masters has two early exit points: a Graduate Diploma in Convergent Media (80 credit points) or a Graduate Certificate in Convergent Media (40 credit points).

Study Mode

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

Location

Campus	Attendance	Mode
Parramatta Campus	Full Time	Internal

Campus	Attendance	Mode
Parramatta Campus	Part Time	Internal

Advanced Standing

40 credit points (cps) of Advanced Standing are available to local students from a cognate discipline. This means these students will need to complete 120 credit points as per Pathway 2 in the course structure below. The 40 cps of units that will be offered for advanced standing are: 102291 - Television Sydney (TVS) Internship 20cp; 101426 - Convergent Media Internship 10cp; 102300 - Foundations of Media Arts and Production (PG) 10cp.

Admission

Applicants must have successfully completed an undergraduate or postgraduate degree in information technology, society and culture, creative arts, public relations or marketing; OR

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

Applicants seeking admission on the basis of work experience MUST support their application with a Statement of Service for all work experience listed on the application.

Students may enter the program in 2 pathways.

Pathway 1 offers students from cognate disciplines advanced standing of 40 cps.

Pathway 2 is for students from non-cognate disciplines. These students entering the program with an undergraduate qualification in a non-cognate discipline must complete 160cps in the Master of Convergent 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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

Students may enter the program via two pathways. Pathway 1 is for students from non-cognate disciplines. These students entering the program with an undergraduate qualification in a non-cognate discipline must complete 160 credit points in the Master of

Convergent Media from Pathway 1 below. Pathway 2 offers local students from cognate disciplines advanced standing of 40 credit points. These students will need to complete 120 credit points from Pathway 2 below.

Pathway 1A

Recommended Sequence

Start Year Intake

Year 1

Autumn session

101423.3	Media Project Proposal
102292.1	Strategic Communication

Students may exit with the Graduate Certificate in Convergent Media at this point.

Spring session

101745.2	Media Project Production
102300.1	Foundations of Media Arts Production (PG)
101426.2	Convergent Media Internship

Students may exit with the Graduate Diploma in Convergent Media at this point.

Year 2

Autumn session

102311.1	Convergent Media Incubator
102291.1	Television Sydney (TVS) Internship

Spring session

102293.1	Academic or Practice-based Research
101743.2	Mobile Media
101962.1	Researching Convergent Media

Pathway 1B

Mid Year Intake

Year 1

Spring session

102300.1	Foundations of Media Arts Production (PG)
101743.2	Mobile Media
101962.1	Researching Convergent Media
101426.2	Convergent Media Internship

Students may exit with the Graduate Certificate in Convergent Media at this point.

Autumn session

101423.3	Media Project Proposal
102292.1	Strategic Communication

Students may exit with the Graduate Diploma in Convergent Media at this point.

Year 2**Spring session**

- 101745.2** Media Project Production
102293.1 Academic or Practice-based Research

Autumn session

- 102311.1** Convergent Media Incubator
102291.1 Television Sydney (TVS) Internship

Pathway 2A

40 credit points of Advanced Standing are available to local students from a cognate discipline. This means these students will need to complete 120 credit points from Pathway 2 below.

The 40 credit points of units that will be offered for advanced standing are:

- 102291 - Television Sydney (TVS) Internship 20cp
 101426 - Convergent Media Internship 10cp
 102300 - Foundations of Media Arts and Production (PG) 10cp

Recommended Sequence**Start Year Intake****Year 1****Autumn session**

- 101423.3** Media Project Proposal
102292.1 Strategic Communication

(Please note: 102292 - Strategic Communication can be taken in either Autumn sessions - session 1 or session 3)

Spring session

- 101745.2** Media Project Production

Choose one of

- 101743.2** Mobile Media
101962.1 Researching Convergent Media

Year 2**Autumn session**

- 102311.1** Convergent Media Incubator
102292.1 Strategic Communication

Spring session

- 102293.1** Academic or Practice-based Research

Choose one of

- 101743.2** Mobile Media
101962.1 Researching Convergent Media

Pathway 2B**Mid Year Intake****Year 1****Spring session**

- 101743.2** Mobile Media
101962.1 Researching Convergent Media

Autumn session

- 101423.3** Media Project Proposal
102292.1 Strategic Communication

(Please note: 102292 - Strategic Communication can be taken in either Autumn sessions - session 2 or 4)

Year 2**Spring session**

- 101745.2** Media Project Production
102293.1 Academic or Practice-based Research

Autumn session

- 102311.1** Convergent Media Incubator
102292.1 Strategic Communication

Note:

Completion of the 20 credit point unit 101423 Media Project Proposal is a pre-requisite for enrolment in the 20 credit point unit 101745 Media Project Production. Completion of the 20 credit point unit 101745 Media Project Production is a pre-requisite for 102311 Convergent Media Incubator. These units cannot be taken out of sequence.

Graduate Diploma in Convergent Media**1805.1**

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

Western Sydney University offers a unique Graduate Diploma in Convergent Media for media, marketing and creative professionals wishing to substantially reorient, enhance or develop their current skills to respond to the challenges and opportunities of convergent media. To prosper in the convergent era, which is characterised by the breakdown of traditional media silos, and the transformation of media production and consumption practices, media professionals are now required to understand and connect with their audiences across broadcast, online, mobile and other channels and to integrate new platforms and social media into their mix.

The Graduate Diploma comprises 80 credit points of study either part time or full time. 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, new research methodologies and media production. There are opportunities to develop high-level strategic plans for real-world organisations, to deliver a multi-platform/convergent media product and to intern professionally in the field. From mobile media to social media, from gaming to strategic communication, you will acquire a thorough knowledge of the converged professional landscape.

To complement an exciting, cutting edge academic offering, The University 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 or postgraduate degree in information technology, society and culture, creative arts, public relations or marketing; OR

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

Applicants seeking admission on the basis of work experience must support their application with a Statement of Service for all work experience listed on the application.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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

Start Year intake

Autumn session

101423.3	Media Project Proposal
102292.1	Strategic Communication

Students can exit with a Graduate Certificate in Convergent Media at this point.

Spring session

101745.2	Media Project Production
102300.1	Foundations of Media Arts Production (PG)
101426.2	Convergent Media Internship

Mid Year Intake

Spring session

102300.1	Foundations of Media Arts Production (PG)
101743.2	Mobile Media
101962.1	Researching Convergent Media
101426.2	Convergent Media Internship

Students can exit with a Graduate Certificate in Convergent Media at this point.

Autumn session

101423.3	Media Project Proposal
102292.1	Strategic Communication

Graduate Certificate in Convergent Media

1806.1

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

The University offers a unique Graduate Certificate in Convergent Media for media, marketing and creative professionals seeking an advanced introduction to the theories and practices of convergent media. Media professionals are now required to understand and connect with their audiences across broadcast, online, mobile and other channels and to integrate new platforms and social media into their mix, to prosper in the convergent era, which is characterised by the breakdown of traditional media silos, and the transformation of media production and consumption practices

This course is designed for communications, media and design professionals to update and enhance their current skills to respond to the challenges and opportunities of the

current era. The course includes opportunities for the creative development of a convergent media project, engagement with the trends, theories and technologies of mobile media, entry to the new world of strategic communications, exposure to new research methods and design thinking, and professional internship (by discretion). Students exit this course with a media portfolio and improved knowledge about the convergent media methodologies and trends.

Study Mode

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

Location

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

Admission

For entry to the Graduate Certificate, students need an undergraduate or post graduate degree in a relevant discipline OR

3 years full time or equivalent work experience in one of the following areas: journalism, public relations, advertising, marketing, communications, media, design, visual communication, creative arts or multimedia.

Applicants seeking admission on the basis of work experience must support their application with a Statement of Service for all work experience listed on the application.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Start year intake

Autumn session

101423.3	Media Project Proposal
102292.1	Strategic Communication

Mid year intake

Spring session

102300.1	Foundations of Media Arts Production (PG)
101743.2	Mobile Media
101962.1	Researching Convergent Media
101426.2	Convergent Media Internship

Master of Creative Music Therapy

1650.1

The course is offered by the School of Communication Arts at Western Sydney University 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:

- play two contrasting pieces on your first instrument, or if you are a vocalist, sing two contrasting pieces;
- play a piece on your second instrument;
- sight read a melody (instrumental and vocal);
- harmonise a melody on the piano or other western polyphonic instrument;
- improvise three simple variations on the piano or other western polyphonic instrument, on a given theme;
- 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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

NOTE: The Music Therapy Skills and the Creative Music Therapy Practicum 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 and 2

Autumn session

101445.4	Music Therapy Skills 1
101446.5	Music Therapy Skills 2
100910.3	Music Therapy Method
100914.5	Music Therapy Theory and Practice 2

Spring session

100912.4	Music Therapy Theory and Practice 1
101443.4	Creative Music Therapy Practicum 1
100911.5	Music Therapy Professional Practice
101444.5	Creative Music Therapy Practicum 2

Master of Interpreting and Translation

1777.1

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 2015 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 PG unit instead. The Graduate Certificate in Interpreting and Translation, the 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, Korean, Thai, Vietnamese and Spanish.

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 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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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

Year 1

Autumn session

101695.2	Introduction to Interpreting PG
101696.2	Introduction to Translation PG
101750.2	Translation Technologies (PG)
101845.1	Community and Social Services Translation (PG)

Spring session

102015.1	Interpreting Skills (PG)
100922.2	Medical Interpreting (PG)
101827.3	Audiovisual Translation: Subtitling and Captioning
100917.2	Specialised Translation (PG)

Year 2

Autumn session

100916.2	Legal Interpreting
101868.1	Business Interpreting
100925.2	Literary Translation
101854.1	Language and Linguistics Research Methods

Spring session

102167.1	Conference Interpreting
A7456.4	Interpreting and Translation Professional Practicum (PG)
101482.3	Accreditation Studies
101297.3	Languages and Linguistics Special Project

Graduate Diploma in Interpreting

1775.1

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 2015 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 any alternative PG 10 credit-point unit instead. Subject to demand, the following languages are available: Arabic, Japanese, Mandarin, Korean, Thai, Vietnamese 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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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

Autumn session

101695.2	Introduction to Interpreting PG
101696.2	Introduction to Translation PG
100916.2	Legal Interpreting
101868.1	Business Interpreting

Spring session

A7456.4	Interpreting and Translation Professional Practicum (PG)
100922.2	Medical Interpreting (PG)
102015.1	Interpreting Skills (PG)
101482.3	Accreditation Studies

Graduate Diploma in Translation

1776.1

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 2015 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. The Graduate Certificate in Interpreting and Translation is available as an early exit point from this course. The Graduate Diploma in Translation Studies is also available as an exit award for students who do not complete Accreditation Studies, provided they complete any alternative PG 10 credit-point unit instead. Subject to demand, the following languages are available: Arabic, Japanese, Mandarin, Korean, Thai, Vietnamese 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* at least one of the Translation directions (from

English or into English) with a minimum mark of 70 percent. These examinations adhere to NAATI requirements. *Note: NAATI requires a minimum pass mark of 70 percent.

Admission

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

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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

Autumn session

101696.2	Introduction to Translation PG
101695.2	Introduction to Interpreting PG
101750.2	Translation Technologies (PG)
101845.1	Community and Social Services Translation (PG)

Spring session

A7456.4	Interpreting and Translation Professional Practicum (PG)
101482.3	Accreditation Studies
100917.2	Specialised Translation (PG)
101827.3	Audiovisual Translation: Subtitling and Captioning

Graduate Certificate in Interpreting and Translation

1602.5

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 2015 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

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, Korean, Thai, Vietnamese 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 Western Sydney University via the International Office.

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

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian

qualifications in order to be considered by UAC and Western Sydney University.

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
102167.1	Conference Interpreting
100916.2	Legal Interpreting
100922.2	Medical Interpreting (PG)
102015.1	Interpreting Skills (PG)
101827.3	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)

Master of Translation and TESOL

1816.1

The TESOL units of this course will be offered at the Parramatta City campus located at 100 George Street, Parramatta. The Translation units will be offered at the Bankstown Campus.

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Master of Translation and TESOL provides professional education in two related and complementary disciplines, translation and TESOL (Teaching English to Speakers of Other Languages). The TESOL component is consistent with the industry standard in the Australian and

international contexts. The translation component consists of theoretical and practical training in translation, leading to accreditation by the National Accreditation Authority for Translators and Interpreters (NAATI) as a Professional Translator. The course is designed for graduates in any field wishing to develop a long-term career in TESOL as well as in Translation. Subject to demand, translation training is offered in English and one of the following languages: Arabic, Chinese, Japanese, Korean, Spanish, Thai or Vietnamese.

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
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. 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, Korean, Mandarin, Spanish, Thai or Vietnamese.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended sequence

The following is a recommended sequence. However, students may choose to undertake the TESOL units of the course in the first year and the Translation units in the second year.

Start year intake

Year 1

Autumn session

101696.2	Introduction to Translation PG
101695.2	Introduction to Interpreting PG
101750.2	Translation Technologies (PG)
101845.1	Community and Social Services Translation (PG)

Spring session

A7456.4	Interpreting and Translation Professional Practicum (PG)
101482.3	Accreditation Studies
100917.2	Specialised Translation (PG)
101827.3	Audiovisual Translation: Subtitling and Captioning

Year 2

Autumn session

101825.3	English Linguistics for TESOL
101697.2	TESOL Methodology and Curricula

Choose one of

101854.1	Language and Linguistics Research Methods
102283.1	Multicultural Nonverbal Communication
102336.1	Functional Grammar

Spring session

101824.3	Second Language Assessment and Testing
101698.2	TESOL Internship

Choose one of

100919.2	Investigating Second Language Acquisition
102335.1	Contexts of TESOL
102325.1	Advanced Academic English Skills

Mid year intake

Year 1

Spring session

101696.2	Introduction to Translation PG
101695.2	Introduction to Interpreting PG
100917.2	Specialised Translation (PG)
101827.3	Audiovisual Translation: Subtitling and Captioning

Autumn session

A7456.4	Interpreting and Translation Professional Practicum (PG)
101482.3	Accreditation Studies
101750.2	Translation Technologies (PG)
101845.1	Community and Social Services Translation (PG)

Year 2**Spring session**

- 101697.2** TESOL Methodology and Curricula
101824.3 Second Language Assessment and Testing

Choose one of

- 100919.2** Investigating Second Language Acquisition
102335.1 Contexts of TESOL
102325.1 Advanced Academic English Skills

Autumn session

- 101825.3** English Linguistics for TESOL
101698.2 TESOL Internship

Choose one of

- 101854.1** Language and Linguistics Research Methods
102283.1 Multicultural Nonverbal Communication
102336.1 Functional Grammar

SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

Master of Art Therapy

4595.8

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

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.

Study Mode

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

Location

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

Accreditation

The Master of Art Therapy complies with the training guidelines of the Australian and New Zealand Arts Therapy Association (ANZATA) and has been approved by the ANZATA Accreditation Sub Committee. Course graduates are eligible to apply for professional registration with ANZATA. Depending on their field of employment, Master of Art Therapy graduates may be entitled to industrial award coverage as an Art Therapist under the 2007 NSW Health Professionals Award.

Inherent requirements

There are inherent requirements for this course.

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, or higher, in visual arts, fine arts, art education, design, architecture or visual media (e.g. photography, film, video and/or television), or have majored in one of these areas

OR

Have successfully completed an undergraduate degree, or higher, in any discipline PLUS at least two units in visual arts, art education or design at university level, or a VET Diploma of Visual or Fine Arts

OR

Have successfully completed an undergraduate degree, or higher, in any discipline PLUS be able to present written evidence to the satisfaction of the School of Social Sciences and Psychology of a minimum of five years of professional experience and training in the visual arts

OR

Have successfully completed the Master of Social Science (Studies in Art Therapy) at UWS

Details of Supporting Documents to be submitted directly to the School of Social Sciences and Psychology at UWS:

1. 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
2. A compressed digital portfolio of your own artwork (10 to 12 photographs of artwork)

AND

A full CV including:

- Details of a minimum of one year of full-time or regular part-time work experience (paid, voluntary or student) in a supportive capacity with people in community, welfare, health, the arts or education settings, including dates and a description of duties
- Details of training and experience in the visual arts.

The CV should also include names and contact details of two referees. Two relevant written references should be included by applicants seeking recognition of five years or more of experience and training in the visual arts.

Supporting documents should be sent by email directly to ssap@uws.edu.au as soon as possible after applying through UAC and at latest by the final UAC closing date. Please put 'Master of Art Therapy Supporting Documents' in the subject field of your email.

Details of Group Interview

Invitations to the interview process will be selective, based on meeting the above entry criteria plus a consideration of all the supporting documentation. Interviewees must pass the interview to be considered for a place and will be ranked, as numbers admitted to the program may be 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 the University should also use the information provided on the UAC website.

International applicants must apply directly to the Western Sydney University via the International Office International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Note: Students may exit with the 4596 Graduate Diploma in Art Therapy after completing the first year of the Master of Art Therapy (80 credit points).

Students may exit with 1700 Graduate Certificate in Art Therapy (exit only) after completing the following two units - 101303 Art Therapy: Histories, Theories, Groups and 102354 Art Therapy: Approaches and Applications (40 credit points).

Recommended Sequence

Full-time

Year 1

Autumn Session

- 101303.2** Art Therapy: Histories, Theories, Groups
102353.1 Foundations of Psychotherapy and Counselling 1

Spring Session

- 102354.1** Art Therapy: Approaches and Applications
102356.1 Integrating Arts and Therapy

Year 2

1H Session

- 101784.1** Clinical Studies (Art Therapy)

Autumn Session

- 102357.1** Ethics and Diversity in Research and Therapy
102176.1 Theories of Difference and Diversity

Please note: Unit 102176 is taught at Parramatta City only.

2H Session

- 101785.2** Further Clinical Studies (Art Therapy)

Spring Session

- 102358.1** Practising Research and Researching Practice
102178.2 Critical and Creative Enquiry

Part-time

Year 1

Autumn Session

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

Spring Session

- 102354.1** Art Therapy: Approaches and Applications

Year 2

Autumn Session

- 102353.1** Foundations of Psychotherapy and Counselling 1

Spring Session

- 102356.1** Integrating Arts and Therapy

Year 3

1H session

- 101784.1** Clinical Studies (Art Therapy)

2H Session

- 101785.2** Further Clinical Studies (Art Therapy)

Year 4

Autumn Session

- 102357.1** Ethics and Diversity in Research and Therapy
102176.1 Theories of Difference and Diversity

Please note: Unit 102176 is taught at Parramatta City only.

Spring Session

- 102358.1** Practising Research and Researching Practice
102178.2 Critical and Creative Enquiry

Graduate Diploma in Art Therapy (exit only)

4596.4

The Graduate Diploma in Art Therapy is available as an exit point only from the 4595 Master of Art Therapy after the completion of 80 credit points.

Study Mode

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

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal

Campus	Attendance	Mode
Penrith Campus	Part Time	Internal

Course Structure

Qualification for this award requires the successful completion of 80 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
102353.1	Foundations of Psychotherapy and Counselling 1

Spring Session

102354.1	Art Therapy: Approaches and Applications
102356.1	Integrating Arts and Therapy

Graduate Certificate in Art Therapy (exit only)

1700.2

The Graduate Certificate in Art Therapy is available as an exit point only from the 4595 Master of Art Therapy after passing the following two units - 101303 Art Therapy: Histories, Theories, Groups and 102354 Art Therapy: Approaches and Applications (40 credit points).

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 40 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
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Spring Session

102354.1	Art Therapy: Approaches and Applications
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Doctor of Philosophy/Master of Clinical Psychology

1815.1

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Doctor of Philosophy/Master of Clinical Psychology is a combined degree which provides an opportunity for exceptional students to gain the highest level of research and practical training in clinical psychology – the two strands reflect and facilitate the scientific-practitioner model of practice. Upon completion, the graduates will be able to pursue an academic, research career and complete the remaining requirements for the full endorsement of practice in clinical psychology. This is a demanding course that requires effective time management, analytical and practical skills to maintain the required progress in order to retain the PhD scholarship and place in the combined degree. Places may not be offered every year and will depend on the demand and availability of resources.

Study Mode

Four and a half years full-time or equivalent part-time (one and a half years for the Master of Clinical Psychology component plus three years for the PhD)

Location

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

Accreditation

The Master of Clinical Psychology is accredited by the Australian Psychology Accreditation Council (APAC).

Admission

Applicants must have successfully completed an Australian Psychology Accreditation Council (APAC) accredited four-year undergraduate psychology degree (with honours class 1)

AND

Be eligible for provisional registration with the Psychology Board of Australia. 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.

Applicants must arrange for the completion and submission of the confidential Master of Clinical Psychology Referee's reports (one academic and one professional) which must

be completed on-line at <http://www.westernsydney.edu.au/forms>. Reports submitted by other routes cannot be accepted.

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 the University should also use the information provided on the UAC website.

International applicants must apply directly to the Western Sydney University via the International Office

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

Qualification for this award requires the successful completion of 360 credit points, this includes 120 credit points of course work units listed below, external placements and a 240 credit points PhD thesis.

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

Recommended sequence

Years 1, 2, 3 (240 credit points)

Research Thesis in Clinical Psychology

Years 3, 4 and 4.5 (120 credit points)

Coursework Autumn session

101810.2	Core Skills and Ethical Practice
102400.1	Assessment: Cognitive Functions
101812.2	Clinical Psychopathology 1
101213.3	Psychological Interventions 1
101817.2	Clinical Neuropsychology and Psychopharmacology
101220.2	Clinical Health Psychology

Coursework Spring session

101210.3	Child Clinical Psychology
101813.2	Clinical Psychopathology 2
101214.3	Psychological Interventions 2

Clinical Placements

101815.2	Clinic Placement A
101816.1	Clinic Placement B
101818.4	Professional Placement 1
101819.3	Professional Placement 2
101820.3	Professional Placement 3

Master of Clinical Psychology

1812.1

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Master of Clinical Psychology is a professional master's 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
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Accreditation

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

Inherent requirements

There are inherent requirements for this course that you must meet in order to complete your course and graduate. Make sure you read and understand the requirements for this course online.

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:

- 1. Hold an Australian Psychology Accreditation Council (APAC) accredited four-year undergraduate Psychology degree or equivalent.
- 2. Be eligible for provisional registration with the Psychology Board of Australia

- 3. Arrange for completion and submission of referees reports to UWS
- 4. Attend an interview, by invitation, with the School of Social Sciences and Psychology

Applicants, whose degree was completed more than 10 years prior to the year of entry, will not be admitted unless they hold current full registration with the Psychology Board of Australia.

No deferrals will be accepted for this course.

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

Professional referee reports can be downloaded from the School of Psychology website:

Additional information for successful applicants:

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

Additional admission requirements for International applicants:

- IELTS (Academic) - 7.0 overall score with a minimum 6.0 in each subtest
- TOEFL 600 (Minimum 5.0 in TWE)
- TOEFL computer based test - 250 (Minimum 5.0 essay writing)
- TOEFL Internet based test - 100 (writing = 21 and all subtests = 18)

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Special Requirements

To be eligible to undertake professional placement, all students must be eligible for: Full or provisional registration with the Psychology Board of Australia; A Criminal Record Check; A National Police Certificate; Prohibited Employment Declaration prior or a Working with Children Check Student Declaration; 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
102400.1	Assessment: Cognitive Functions
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
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Year 2

Autumn session

101817.2	Clinical Neuropsychology and Psychopharmacology
101220.2	Clinical Health Psychology

1H

101816.1	Clinic Placement B
101818.4	Professional Placement 1
101819.3	Professional Placement 2
101820.3	Professional Placement 3
101239.3	Applied Research Project

2H session

101239.3	Applied Research Project
101818.4	Professional Placement 1
101819.3	Professional Placement 2
101820.3	Professional Placement 3

Graduate Diploma in Counselling

1647.5

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer

to the Check My Course Progress page in MySR for the most up to date information for your course.

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
Parramatta Campus	Part Time Internal

Accreditation

The Graduate Diploma in Counselling is accredited with the Psychotherapy and Counselling Federation of Australia (PACFA).

Admission

Applicants must have successfully completed an undergraduate degree or higher 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 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 Western Sydney University 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 Western Sydney University

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

Autumn session

102353.1 Foundations of Psychotherapy and Counselling 1

Spring session

Foundations of Psychotherapy and Counselling 2 (not yet approved)

102364.1 Counselling and Psychotherapy Practice

Year 2

1H session

102365.1 Clinical Studies in Psychotherapy and Counselling

2H session

102366.1 Further Clinical Studies in Psychotherapy and Counselling

Graduate Certificate in Counselling

1648.5

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

Counselling is a cross-disciplinary pathway into a career in helping human beings in distress. In counselling clients gain self-understanding, expand interpersonal capacities and become more able to change through a dedicated helping relationship. This course focuses on the process of creating of a therapeutic environment for clients and on cultivating the high levels of skill, sensitivity, self-knowledge and ethical conduct required of the counselling professional. Theories and approaches are taught and critically examined in the light of their contribution to a contemporary relational understanding and practice of counselling. This program is aimed specifically at graduates in any discipline who can demonstrate the personal qualities required for this demanding profession.

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
Parramatta Campus	Part Time Internal

Accreditation

The Graduate Certificate in Counselling is not accredited by PACFA.

Admission

Applicants must have successfully completed an undergraduate degree or higher 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 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 Western Sydney University 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 Western Sydney University.

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

Autumn session

102353.1 Foundations of Psychotherapy and Counselling 1

Spring session

Foundations of Psychotherapy and Counselling 2 (not yet approved)

102364.1 Counselling and Psychotherapy Practice

Master of Planning

1712.2

this course is offered at the Parramatta City campus located at 100 George Street, Parramatta. However, as noted below, those units which are shared with the Master of Social Science degree are only available at Penrith campus.

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 2015 or later.

The Master of Planning is a two year course in urban and regional planning for which PIA (Planning Institute of Australia) accreditation is currently being sought. The degree equips the students with professional and scholarly education to take a leadership role in statutory town planning practice as well as policy development. This course has a strong emphasis on research rooted in social sciences and in the fast growing Greater Western Sydney Region. The coursework includes learning and training in history and theory, governance, professional practice, economic development, sustainability, transport planning, spatial analysis, and legal frameworks for planning.

Study Mode

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

Location

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

Accreditation

The Master of Planning is accredited by the Planning Institute of Australia (PIA).

Admission

Applicants must have successfully completed an undergraduate degree

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.

Applicants seeking admission on the basis of work experience MUST support their application with a Statement of Service for all work experience listed on the application.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Note: Units shared with the Master of Social Science degree are only available at the Penrith Campus.

Recommended Sequence

Year 1

Autumn session

102175.1	Research in the Social Sciences
102179.1	Theories of the Social
101633.2	Managing Cities: History and Theory
101634.2	Planning and Environmental Regulation

Spring session

102180.2	Translation from Theory and Research to Policy
101636.2	Developing Sustainable Places
101315.3	Financing Cities in the Global Economy

2H session

102177.1	Advanced Social Research Methods
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Year 2

1H session

102040.2	Master of Social Science Thesis
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Autumn session

101635.2	Urban Planning Placement Project
102069.1	Heritage and Planning

2H session

102040.2	Master of Social Science Thesis
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Spring session

101314.3	Urban Management Practice: Governance and Power in the City
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Master's Level Elective

Master of Professional Psychology

1814.1

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

This Professional Psychology award is designed to prepare fourth year psychology graduates with a fifth year of training under the '5+1 model', as recommended by Australian Psychology Accreditation Council (APAC) and Psychology Board of Australia (PsyBA), and will give graduates an APAC accredited professional qualification. This degree provides key training in ethics, psychological assessment, therapeutic interventions, and other professional skills, which achieves 50% of the requirements towards registration as a generalist psychologist. To meet the need for forensically oriented psychologists in the field, this degree also addresses psychological practice within the forensic psychology domain. Students who complete this degree must undertake additional appropriately supervised placement hours, which they must arrange themselves to obtain full registration as a psychologist.

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 a 4 year undergraduate degree with an APAC accredited sequence of units in psychology and have a minimum of a Credit average in second and third year units, including a credit in the majority of the psychology units. Admission to the award is competitive, and there is no provision for deferring an offer of a place.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended sequence

Year 1

Autumn session

101810.2	Core Skills and Ethical Practice
102359.1	Assessment: Psychological Practice
102360.1	Core Therapeutic Modalities
102362.1	Psychopathology: Theory and Practice

Spring session

102361.1	Advanced Therapeutic Modalities
102400.1	Assessment: Cognitive Functions
102363.1	Forensic Psychology: Theory and Practice
101814.2	Clinical Research Methods
101818.4	Professional Placement 1

Master of Psychotherapy and Counselling

1817.1

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Master of Psychotherapy and Counselling is a cross-disciplinary pathway into a career in helping people in distress. In counselling and psychotherapy, clients gain self-

understanding, expand interpersonal capacities and become more able to change through a dedicated helping relationship. This course focuses on the process of creating of a therapeutic environment for clients and on cultivating the high levels of skill, sensitivity, self-knowledge and ethical conduct required of the counselling and psychotherapy professional. Theories and approaches are taught and critically examined in the light of their contribution to a contemporary relational understanding and practice of counselling and psychotherapy. A research component introduces students to the systematic study of the counselling experience from a variety of methodological perspectives. This course is open to graduates in any discipline who can demonstrate the personal and reflective qualities required for this demanding profession.

Study Mode

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

Location

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

Admission

1. An undergraduate degree or higher in any discipline and submission of a Statement of Intent and CV detailing voluntary and paid work, relevant life experiences, education and training, and interests, to the satisfaction of the School of Social Sciences and Psychology, AND achieving an interview score of 70% or above in a group applicant interview.

OR

2. Achievement of a GPA of 5.5 (high credit) or above in the University's Graduate Diploma in Counselling.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended sequence

Year 1

Autumn session

- 102353.1** Foundations of Psychotherapy and Counselling 1
102357.1 Ethics and Diversity in Research and Therapy
102370.1 Integrated Practice 1: Self and Story

Spring session

- 102364.1** Counselling and Psychotherapy Practice
102358.1 Practising Research and Researching Practice
102371.1 Integrated Practices 2: Affliction and Recovery

Year 2

1H session

- 102365.1** Clinical Studies in Psychotherapy and Counselling

Autumn session

2H session

- 102366.1** Further Clinical Studies in Psychotherapy and Counselling

Spring session

- 102178.1** Critical and Creative Enquiry
102373.1 Integrated Practices 4: Self and Relationships

Graduate Diploma in Psychology

1796.1

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 2015 or later.

The Graduate Diploma in Psychology is a fourth year of undergraduate study in psychology designed for those seeking entry into the profession as a provisional psychologist. For students who meet the entry standard it is an alternative method to honours of gaining an accredited fourth year of undergraduate study in psychology. Offered on Bankstown campus, the award comprises a unit in psychological assessment and intervention (10 credit points), Counselling and Consultation (10 credit points) and Advanced Topics in Psychology, a research methods unit (yearlong – 20 credit points), and a major research project (yearlong – 30 credit points).

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 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 (PsyBA) and for associate membership of the Australian Psychological Society (APS).

Admission

Previous successful completion within the last 10 years, of an APAC accredited three year sequence in psychology, with a minimum of a Credit average in second and third year units, including a credit in the majority of the psychology units.

Limited places are available in this course and meeting the admission criteria 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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University

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

100983.4 Research Methods Seminar
100488.4 Empirical Research Project

Autumn Session

101541.3 Advanced Topics in Psychology
101247.4 Counselling and Consultation

2H session

100983.4 Research Methods Seminar
100488.4 Empirical Research Project

Spring session

101420.2 Theory and Practice of Psychological Assessment and Intervention

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.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

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
Penrith Campus	Part Time	Internal

Advanced Standing

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

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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.

Recommended Sequence

Full-time

Units offered at Bankstown and Penrith Campus

Year 1

Autumn session

101184.3	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

Summer session - (Bankstown campus only)

101681.3	Abnormal Psychology
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Autumn session

101679.2	Personality
101689.2	Advanced Research Methods
101682.4	Developmental Psychology

Spring session

101681.3	Abnormal Psychology
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(Note: Spring Session for students who do not complete Abnormal Psychology in Summer)

Part-time

Year 1

Autumn session

101184.3	Psychology: Human Behaviour
101680.3	Perception

Spring session

101676.2	Human Learning
101678.3	Motivation and Emotion

Year 2

Autumn session

100013.3	Experimental Design and Analysis
101684.3	Brain and Behaviour

Spring session

101683.2	Social Psychology
101677.3	Cognitive Processes

Year 3

Autumn session

101689.2	Advanced Research Methods
101682.4	Developmental Psychology
101679.2	Personality

Spring session

101681.3	Abnormal Psychology
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(this unit is also offered in Summer)

Master of Social Science

1770.1

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

The Master of Social Science offers a flexible design allowing students to select areas of study across the Social Sciences to match their academic interests and/or career pathway. Completion of the thesis and the associated research units in the Master of Social Science core is intended to meet admission requirements for PhD study. Students graduating from the Master of Social Science will have in-depth mastery of theory and research in the social sciences and at least one area of specialisation.

Study Mode

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

Location

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

Advanced Standing

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

Admission

Applicants must have successfully completed an undergraduate degree and/or postgraduate qualification in the broad field of social sciences.

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 the University 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 Western Sydney University.

Course Structure

Qualification for this award requires the successful completion of 160 credit points consisting of 100 credit points of core units, a 40 credit point specialisation plus 20 credit points from the Specialisation/Electives:

Core Units

Year 1

Autumn

- 102175.1** Research in the Social Sciences
102179.1 Theories of the Social
102176.1 Theories of Difference and Diversity

One Specialisation unit

Spring

- 102180.2** Translation from Theory and Research to Policy
102177.1 Advanced Social Research Methods
102181.2 Nation, Power and Difference

One Specialisation unit

Note:

Students may exit this course with a Graduate Certificate in Social Science after completing 40 credit points of core units (excluding 102040 Master of Social Science Thesis)

Students may exit this course with a Graduate Diploma in Social Science after completing 80 credit points (cps) consisting of 60 cps of core units (excluding 102040 Master of Social Science Thesis) and 20 cps from one of the Specialisations.

Year 2

1H

- 102040.2** Master of Social Science Thesis

Autumn

One Specialisation unit
 One Specialisation unit

2H

- 102040.2** Master of Social Science Thesis

Spring

One Specialisation unit
 One Specialisation unit

Specialisations

- ST1000.1** Studies in Art Therapy
ST1001.1 Studies in Counselling
ST1003.1 Development, Security and Sustainability

- ST1004.1** Policing Leadership
ST1005.1 Urban Studies
ST1006.1 Difference and Diversity
ST1007.1 Digital Research and Social Data Analytics
ST1008.1 International Criminology
ST1009.1 Religion and Society

Graduate Diploma in Social Science

1771.1

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

The Graduate Diploma in Social Science is designed to provide students with a substantial program of study in the social sciences at Post graduate level, with the option to continue into the Master of Social Science program.

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 and/or postgraduate qualification in the broad field of social sciences.

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 the University 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 Western Sydney University.

Course Structure

Qualification for this award requires the successful completion of 80 credit points consisting of 60 credit points of core units (excluding 102040 Thesis Unit) and 20 credit points from the Specialisation/ Alternate units from the 1770.1 Master of Social Science.

Graduate Certificate in Social Science

1772.1

This course is offered at the Parramatta City campus located at 100 George Street, Parramatta.

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 2015 or later.

The Graduate Certificate in Social Science is designed to introduce students to post graduate study in the Social Sciences with the option to continue into the Master of Social Science program.

Study Mode

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

Location

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

Advanced Standing

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

Admission

Applicants must have successfully completed an undergraduate degree and/or postgraduate qualification in the broad field of social sciences OR

Have a minimum of three years full-time equivalent work experience within the broad field of social sciences

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 the University 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 Western Sydney University.

Course Structure

Qualification for this award requires the successful completion of 40 credit points of core units (excluding 102040 Thesis Unit) from the 1770.1 Master of Social Science.

Master of Social Work (Qualifying)

1792.1

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 2016 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

The Master of Social Work (Qualifying) (MSW(Q)) is aimed at graduates of Social Sciences and other Human Services programs who wish to achieve a professional qualification in social work. It combines the academic rigour, including research training required for a Masters level qualification, with 1008 hours of field education. The combination of blended and work-based learning is a distinguishing feature of this degree. The Western MSW(Q) programme is currently seeking accreditation from the Australian Association of Social Workers (AASW).

Study Mode

Two years full-time or four 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 the areas of Health, Education or Society and Culture, majoring in psychology or sociology, AND at least one year, full-time equivalent work experience in human or community services.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

Course Structure

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

Recommended sequence

Year 1

Autumn session

- 102390.1** Social Work Practice Methods 1
- 102179.1** Theories of the Social
- 102175.1** Research in the Social Sciences
- 102176.1** Theories of Difference and Diversity

Spring session

- 102391.1** Social Work (Qualifying) Field Education 1
- 102177.1** Advanced Social Research Methods
- 102392.1** Leadership in Organisations

Year 2

Autumn session

Power and Marginalisation (not yet approved)
Contextualised Practice (not yet approved)

- 102395.1** Critical Social Work Practice
- 102396.1** Social Work Practice Methods 2

Spring session

Social Work (Qualifying) Field Education 2 (not yet approved)

- 102398.1** Integrated Project

Master of Urban Management and Planning

1674.2

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 2014 or later.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

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 and the theoretical and legal frameworks for planning. Students will develop skills in a range of relevant areas including governance, urban finance and sustainable strategies. The course also includes sizeable research and industry placement components.

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

Accreditation

The Master of Urban Management and Planning, when completed in conjunction with the B Social Science (Pathway to Master of Urban Management and Planning) or the B Planning (Pathway to Master of Urban Management and Planning), is accredited by the Planning Institute of Australia (PIA).

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

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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
- 101634.2** Planning and Environmental Regulation
- 101635.2** Urban Planning Placement Project
- 102069.1** Heritage and Planning

Spring session

- 101636.2** Developing Sustainable Places
101315.3 Financing Cities in the Global Economy
101314.3 Urban Management Practice: Governance and Power in the City
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
101314.3 Urban Management Practice: Governance and Power in the City

Year 2**Autumn session**

- 101634.2** Planning and Environmental Regulation
102069.1 Heritage and Planning

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
Parramatta Campus	Full Time	Internal
Parramatta Campus	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

Applicants seeking admission on the basis of work experience MUST support their application with a Statement of Service for all work experience listed on the application.

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 the University should also use the information provided on the UAC website.

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

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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
101634.2 Planning and Environmental Regulation
101635.2 Urban Planning Placement Project

Spring session

Choose two of

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

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

- 101633.2** Managing Cities: History and Theory
101634.2 Planning and Environmental Regulation

Spring session

Choose two of

- 101636.2** Developing Sustainable Places
101315.3 Financing Cities in the Global Economy
101314.3 Urban Management Practice: Governance and Power in the City

Year 2**Autumn session**

- 101635.2** Urban Planning Placement Project

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

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
101634.2 Planning and Environmental Regulation

Year 2**Spring session**

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

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.

Units may be revised or replaced to ensure students are provided with up to date curriculum throughout their studies, and this may result in a new course version. Refer to the Check My Course Progress page in MySR for the most up to date information for your course.

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 or two years.

Location

Campus	Attendance	Mode
Parramatta Campus	Full Time	Internal
Parramatta Campus	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

Applicants seeking admission on the basis of work experience MUST support their application with a Statement of Service for all work experience listed on the application.

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 the University should also use the information provided on the UAC website.

International applicants must apply directly to the University via the International Office.

International students applying to The University through the International Office can find details of minimum English proficiency requirements and acceptable proof on their 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 Western Sydney University.

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 (two units per session)

Year 1

Autumn session

- 101633.2** Managing Cities: History and Theory
101634.2 Planning and Environmental Regulation

Spring session

Choose two of

- 101636.2** Developing Sustainable Places
101315.3 Financing Cities in the Global Economy
101314.3 Urban Management Practice: Governance and Power in the City

Part-time (one unit per session)

Year 1

Autumn session

Choose one of

- 101633.2** Managing Cities: History and Theory
101634.2 Planning and Environmental Regulation

Spring session

Choose one of

- 101636.2** Developing Sustainable Places
101315.3 Financing Cities in the Global Economy
101314.3 Urban Management Practice: Governance and Power in the City

Year 2

Autumn session

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

- 101633.2** Managing Cities: History and Theory
101634.2 Planning and Environmental Regulation

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
101314.3 Urban Management Practice: Governance and Power in the City

Specialisations

Postgraduate Specialisation - Studies in Art Therapy

ST1000.1

The Studies in Art Therapy specialisation provides graduating students with an advanced body of knowledge in theory and research within the social sciences; and mastery within the specialisation of Studies in Art Therapy. This specialisation includes art making, experiential group learning and personal reflection. There is an assumed knowledge of basic interpersonal skills. No formal art training is required.

Location

Campus	Mode
Penrith Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of the core units from the Master of Social Science including the two Studies in Art Therapy Specialisation units listed below.

Studies in Art Therapy Specialisation Units

101303.2	Art Therapy: Histories, Theories, Groups
102354.1	Art Therapy: Approaches and Applications

Postgraduate Specialisation - Studies in Counselling

ST1001.1

Location

Campus	Mode
Penrith Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of the core units from the 1770. Master of Social Science including the Studies in Counselling Specialisation units listed below.

Studies in Counselling Specialisation Units

101506.2	Counselling 1
101507.2	Counselling 2

Postgraduate Specialisation - Development, Security and Sustainability

ST1003.1

The Development, Security and Sustainability specialisation has been designed to incorporate specialised study with the core program in the Master of Social Science. On completion students will have in-depth grounding in theory and research in the social sciences and specialised knowledge and skills in the field of Development, Security and Sustainability. The focus in the specialisation is on the inter-linkages between development, peace, security and sustainability through theoretical and practical orientations. Students completing the Development, Security and Sustainability specialisation will be well positioned to take-up high level employment in the public and private spheres. The specialisation is proposed so as to meet the needs of the people working, or proposing to work, in international agencies, humanitarian organisations, Non-Government Organisations (NGOs) as well as media.

Location

Campus	Mode
Parramatta Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of the core units from the 1770. Master of Social Science including the Development, Security and Sustainability Specialisation units listed below.

Development, Security and Sustainability Specialisation

101895.1	Political Economy of Development
101896.1	Development and Security
101897.1	Development for Equality
101636.2	Developing Sustainable Places

Postgraduate Specialisation - Policing Leadership

ST1004.1

The Policing Leadership specialisation has been designed to provide a pathway to a masters degree in social science for individuals currently serving in a leadership capacity in a police service. The program is designed to incorporate specialised study with the core program in the Master of Social Science. On completion students will have in-depth grounding in theory and research in the social sciences that complements their existing specialised knowledge and skills in the field of Policing Leadership. This specialisation has been developed to serve the needs of serving police leaders who desire a masters degree in social science. Graduating students will demonstrate high level mastery in theory and practice in the social sciences with specialised knowledge and skills in Policing Leadership.

Location

Campus	Mode
Parramatta Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of 160 credit points from 1770.1 Master of Social Science consisting of 100 credit points of core units, a 40 credit point specialisation plus 20 credit points from the Specialisation/alternate units.

Policing Leadership Specialisation

101891.1	Contemporary Policing Practice
101892.1	Executive Leadership in Policing
101893.1	Governance and Accountability in Policing Practice
101894.1	Working with Offending Behaviour: Integrating Theory to Practice

Note: These specialisation units are only available as Recognition of Prior Learning (Advanced Standing) to graduates of the Graduate Diploma in Strategic Leadership Program at NSW Police Management and Leadership Centre; or the Graduate Diploma of Executive Leadership (Policing and Emergency Services) at the Australian Institute of Police Management.

Postgraduate Specialisation - Urban Studies**ST1005.1****Location**

Campus	Mode
Parramatta Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of 160 credit points from 1770.1 Master of Social Science consisting of 100 credit points of core units, a 40 credit point specialisation plus 20 credit points from the Specialisation/Alternate units.

Urban Studies Specialisation

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
102069.1	Heritage and Planning
101634.2	Planning and Environmental Regulation

Postgraduate Specialisation - Difference and Diversity**ST1006.1**

The Difference and Diversity specialisation has been designed to incorporate specialised study with the core program in the Master of Social Science. On completion students will have in-depth grounding in theory and research in the social sciences and specialised knowledge and skills in the study of Difference and Diversity. In the specialisation students will engage with contemporary questions and debates of power and inequality centering on difference and diversity in first world and majority world contexts. Social relations of difference situated around structures of race, ethnicity, religion, disability, gender, sexuality and class will be analysed in terms of their intersecting relations and effects. Graduates will be well positioned to take-up high level positions in global and national institutions, and Non-Government Organisations (NGOs) as policy analysts, practitioners and researchers.

Location

Campus	Mode
Parramatta Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of the core units from the 1770. Master of Social Science including the Difference and Diversity Specialisation units listed below.

Difference and Diversity Specialisation

102176.1	Theories of Difference and Diversity
102181.2	Nation, Power and Difference
101897.1	Development for Equality
102183.1	Diversity in Practice

Postgraduate Specialisation - Digital Research and Social Data Analytics**ST1007.1**

The Digital Research and Social Data Analytics specialisation has been designed to incorporate specialised study with the core program in the Master of Social Science. On completion students will have in-depth grounding in theory and research in the social sciences and specialised knowledge and skills in the field of Digital Research and Social Data Analytics. The purpose of the Digital Research and Social Data Analytics specialisation is to develop student's knowledge and skills in the field of digital data research within a critical social sciences framework. Students completing the specialisation in Digital Research and Social Data Analytics will be well positioned to take-up high level positions within universities and in the public and private spheres as researchers, analysts and social commentators in the field. This specialisation offers

cutting edge skills, knowledge and practice generating opportunities for graduates to be at the forefront of developments in the field of digital research, big data and Social Analytics.

Location

Campus	Mode
Parramatta Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of the core units from the 1770. Master of Social Science including the Digital Research and Social Data Analytics Specialisation units listed below.

Digital Research and Social Data Analytics

102194.2	Social Research in the Digital World
301116.1	Social Media Intelligence
301044.1	Data Science

Digital Research as Democratic Practice (not yet approved)

Postgraduate Specialisation - International Criminology

ST1008.1

The International Criminology specialisation has been designed to incorporate specialised study with the core program in the Master of Social Science. On completion students will have in-depth grounding in theory and research in the social sciences and specialised knowledge and skills in the field of International Criminology. In this specialisation students engage with theories, concepts and issues related to International Criminology. Graduating students will demonstrate high level mastery in theory and practice in the social sciences with critical knowledge about global aspects of criminology, crime and criminal justice. Graduates will be well placed to seek careers in research and crime analysis, public policy and teaching, and employment with international legal, security and law enforcement organisations and a range of international Non-Government Organisations (NGOs).

Location

Campus	Mode
Parramatta Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of the core units from the 1770. Master of Social Science including the International Criminology Specialisation units listed below

International Criminology Specialisation

102198.1	Transnational Crime
102199.1	Violence, Culture and Criminal Justice
102200.1	Global Criminology and Human Rights
101896.1	Development and Security

Postgraduate Specialisation - Religion and Society

ST1009.1

The Religion and Society specialisation has been designed to incorporate specialised study with the core program in the Master of Social Science. On completion students will have in-depth grounding in theory and research in the social sciences and specialised knowledge and skills in the field of Religion and Society. This specialisation has been developed in response to the current global renaissance of religion and spirituality. From a sociological perspective there is a need for professionals and experts who can respond to these developments from a non-theological perspective for the benefit of social harmony in Australia and the region. Graduating students will demonstrate high level mastery in theory and practice in the social sciences with specialised knowledge and skills in Religion and Society. Students completing the specialisation in Religion and Society will be well positioned to take-up high level policy and research positions in the public and private spheres. Graduates also will be well qualified to work as policy analysts and researchers within the social sciences in general.

Location

Campus	Mode
Parramatta Campus	Internal

Specialisation Structure

Qualification for this award requires the successful completion of the core units from the 1770. Master of Social Science including the Religion and Society Specialisation units listed below

Religion and Society Specialisation

102201.1	Contemporary Theories of Religion and Society
102202.1	Religion and Law in Contemporary Public Discourse
101897.1	Development for Equality
102183.1	Diversity in Practice

Units

101681.3 Abnormal Psychology

Credit Points 10 **Level** 3

Assumed Knowledge

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

Equivalent Units

100004 - Abnormal Behaviour and Psychological Testing

Special Requirements

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and 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 abnormality and treatments for recognized psychological disorders. Diagnostic criteria from the latest edition of the Diagnostic and Statistical Manual of Mental Disorders are applied to illustrative cases with emphasis on contemporary Australian research and theory. The development of integrated models of abnormality, including biological, psychological and social factors, is a significant theme of the unit.

102085.1 Aboriginal & Culturally Responsive Pedagogies

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and must have successfully completed 20 credit points from the Master of Teaching.

In this unit students will be introduced to research, perspectives and practices associated with successful and culturally appropriate curriculum and pedagogy for teaching Aboriginal and Torres Strait Islander adolescent students. The unit is informed by current research practices, policy developments and curriculum deliverables that require culturally appropriate, responsive, respectful and informed teaching and learning practices that will benefit all education participants. Students will gain knowledge, insight, skills and appreciation of the importance and implications of consultation, negotiation and two-way partnerships with local Aboriginal communities in schools. It will also focus on empowering students to effectively reflect on all aspects of inquiry-based teaching with respect to Aboriginal perspectives and the delivery of lessons and effective support to all secondary students.

102293.1 Academic or Practice-based Research

Credit Points 20 **Level** 7

Prerequisite

[101962.1](#) Researching Convergent Media

This research-focused unit enables students to develop and produce a major work on a convergent media subject and theme, such as: communications and design theories and practices, data visualisation, content creation for convergent media, and digital humanities. The unit will cover methods for designing and implementing an academic or practice-based research project through workshops and exercises. Students may be introduced to techniques for: differentiating appropriate research methodologies; integrating research techniques into the planning and creation of a research project; field research, action research and research-creation; devising a literature review and constructing a logical argument; and critical reading.

101482.3 Accreditation Studies

Credit Points 10 **Level** 7

Equivalent Units

A7457 - Accreditation Studies

Special Requirements

Students must be enrolled in courses 1777, 1776, 1775, 1816, 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 postgraduate 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 following options: Interpreting, Translation into English, or Translation from English with 70% will make students eligible for NAATI accreditation on completion of the rest of the requirements of the course.

102322.1 Addressing Diversity in Mathematics Teaching and Learning

Credit Points 10 **Level** 7

Assumed Knowledge

Students must have either completed all core mathematics units of the 1781 Master of Teaching (Primary) program at Western Sydney University, or be an accredited primary teacher.

Special Requirements

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics or 1830 Graduate Certificate in Primary Mathematics Education

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In this unit students will apply their knowledge of curriculum and pedagogy to address diversity within the primary mathematics classroom. Students will explore strategies to address a broad range of learning needs incorporating gifted and talented students, students from diverse cultural backgrounds including Aboriginal students and students with additional needs including dyscalculia. Other issues such as gender and mathematics for English as an Additional Language Learners (EALD) will be investigated.

102081.1 Adolescent Development and Teaching

Credit Points 10 **Level** 7

Equivalent Units

101642 - Positive Learning Environments; 101397 - Psychology for Teaching

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary).

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This unit examines research and contemporary classroom practice relevant to the cognitive, physiological, and social/affective needs of adolescents to highlight the reciprocal effects that teaching has on adolescence and how in turn adolescence affects teaching practice. Emphasis is placed on the use of inquiry-based learning to sustainably address adolescent-centred challenges to teaching and learning. Topics addressed include: definitions of adolescence past, present and future, the development mile stones of adolescence, adolescence interaction with the wider world, fostering educational and general resilience in adolescents, and the ethics and social mores of young people. The impact of globalised culture on adolescence as well as the unique features of diverse adolescents groups including Aboriginal and Torres Strait Islander, refugee, Lesbian, Gay, Bisexual, Transgender and Queer/Questioning (LGBTQ), Culturally and Linguistically Diverse (CALD) adolescents are also discussed.

102325.1 Advanced Academic English Skills

Credit Points 10 **Level** 7

Assumed Knowledge

English language proficiency equivalent to an overall IELTS score of 7.0.

Special Requirements

Students must be enrolled in the Master of Arts (TESOL).

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This is a language-analysis intensive unit with practical application for realsituational English language teaching. It offers students theoretical overviews of language analysis, from the sentential-clausal-lexical-grammatical level to highly contextualised discourse study. It requires students to engage with a variety of real-life instances of language use while also investigating the potentialities of extensive linguistic repertoires. By exposing students to both the realities of actual language use and the possibilities inherent in varieties of English, students are better prepared for the demands of English (second and foreign) language teaching across multiple contexts.

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

Special Requirements

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and Psychological Studies.

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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.

102177.1 Advanced Social Research Methods

Credit Points 10 **Level** 7

Assumed Knowledge

General knowledge based on the completion of an undergraduate degree in the social sciences.

Prerequisite

102175.1 Research in the Social Sciences

Special Requirements

Students must be enrolled in a postgraduate course.

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Students in Advanced Social Research Methods concentrate on methods for collecting and analysing research data. The unit builds on the key research concepts established in Research in the Social Sciences, in particular research methodology. Advanced Social Research Methods provides students with an overview of research design and the methods for collecting and analysing research data within the broad spectrum of the social sciences. This includes purposes, strengths and limitations and applications to professional domains and/or discipline contexts. Students attend in-depth workshops on specific methods offered by practicing researchers to evaluate the merits of different research methods.

102361.1 Advanced Therapeutic Modalities

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1814 Master of Professional Psychology.

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This unit follows from the 102360 Core Therapeutic Modalities and introduces further evidence-based forms of therapy including Narrative therapy, Acceptance and Commitment therapy, Motivational Interviewing and Schema therapy. Students in this unit will develop foundational skills in assessment, case formulation and treatment planning from those therapeutic perspectives. Further, students will be guided in critical examination of similarities and differences across those therapeutic approaches and their application across conditions, populations, settings and cultural contexts.

101541.3 Advanced Topics in Psychology

Credit Points 10 **Level** 4

Special Requirements

This unit is restricted to students with 240 credit points enrolled in courses 1502 Postgraduate Diploma of Psychology, 1504 Bachelor of Arts (Psychology) Honours, or 1500 Bachelor of Psychology

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In this unit students develop an advanced level of theoretical and empirical knowledge in selected core topics of psychology, an awareness of how this knowledge underpins evidence-based approaches to psychological intervention, and an enhanced capacity for conducting research in selected topic areas. The unit fosters an appreciation of psychology as a scientific discipline, and of how sound research provides the foundation for solving problems of human mental processes and behaviour. Skills in the critical evaluation of knowledge and research are developed.

101651.1 Applied Imagination

Credit Points 10 **Level** 7

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

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

102220.1 Applied Methods in Literary Studies and Creative Writing

Credit Points 20 **Level** 7

Special Requirements

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

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This unit familiarises students with methods of pursuing and presenting research across the discipline of literary studies as well as with regard to the kinds of research required for undertaking creative writing. 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.

102222.1 Applied Practice in Literary Studies and Creative Writing

Credit Points 20 **Level** 7

Special Requirements

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

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This unit familiarises students with the practice of pursuing and presenting research and methods in literature and related forms as well as with regard to the kinds of research required for undertaking creative work. It provides students with the opportunity to explore these methods in their own research and/or creative practice. This unit opens out into workshops in which students work through elements of the work they are developing for their masters project.

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) or 1812 - Master of Clinical Psychology

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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.

102354.1 Art Therapy: Approaches and Applications

Credit Points 20 **Level** 7

Assumed Knowledge

Foundations of art therapy.

Prerequisite

101303.2 Art Therapy: Histories, Theories, Groups

Equivalent Units

101304 - Art Therapy: Application to Client Groups

Special Requirements

Must be enrolled in 4595 Master of Art Therapy or 1770 Master of Social Science (Studies in Art Therapy)

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This unit introduces the spectrum and variety of contemporary art therapy approaches, as they are taken up with and regarded by diverse participants in a range of community and clinical contexts. Students will critically consider how art therapy is applied and adapted to assist people with particular problems and categories of distress. The emergence and problematisation of clinical populations and client groups will be examined, with a view to developing an art therapy practice informed by critical psychological and social perspectives. An experiential component will provide practical experience in exploring art therapy processes and techniques by working in group situations led by experienced art therapists.

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

Special Requirements

Students must be enrolled in 4595 Master of Art Therapy or 4617 Master of Social Science. Refer to the Unit Outline for attendance requirements for experiential group sessions.

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

will be explored and examined in relation to the self, to the self as artist and to therapeutic practice.

102147.1 Assessing to Support Learning

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1720 Master of Inclusive Education or 1721 Graduate Certificate in Inclusive Education.

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Professionals' knowledge and skill in assessment supports the identification, planning, monitoring and evaluation of their work with individuals with additional needs. Assessment not only applies to assessing the need of the individual, but extends to identifying the needs of the family and the educational setting. This unit explores various models of assessment (and their underlying theory and implications for practice). Various approaches are investigated that are utilised to elucidate a range of educational needs across the lifespan by a range of professionals (e.g. functional, standardised, diagnostic, strengths-based, curriculum-based). Students apply problem-based learning by selecting and critiquing assessment strategies to inform the goals, educational instruction and adjustments, and progress for an individual, their family and educational setting. Students also develop skills in communicating with colleagues and families regarding issues around assessment.

102324.1 Assessment and Intervention for Mathematics and Numeracy Learning

Credit Points 10 **Level** 7

Assumed Knowledge

Students must be either within their final semester of the Mteach (Primary) program, or Mteach (Birth to 12) or a qualified primary teacher.

Special Requirements

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics or 1830 Graduate Certificate in Primary Mathematics Education

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A significant aspect of teachers' work is focused on assessment and mathematics classrooms are renowned for their traditional reliance on pen and paper testing. In this unit students will investigate contemporary formative and summative assessment practices of and for learning mathematics. Students will investigate how to use results from assessments including NAPLAN to plan teaching and learning, and provide intervention where appropriate. A range of intervention programs used in Australian schools will be explored and compared.

102400.1 Assessment: Cognitive Functions

Credit Points 10 **Level** 7

Equivalent Units

101811 - Psychological Assessment, 101207 - Psychological Assessment 1

Special Requirements

This unit is only available to students enrolled in course 1812 Master of Clinical Psychology or 1814 Master of Professional Psychology.

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This unit provides a comprehensive introduction to the cognitive 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 cognitive 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, personality and behaviour. 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.

102359.1 Assessment: Psychological Practice

Credit Points 10 **Level** 7

Special Requirements

Restricted to Postgraduate students with an APAC accredited 4 year psychology sequence.

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This unit will provide students with the skills to psychologically assess and diagnose a range of psychological disorders in adults and in children that are presented in psychological practice. This unit will be complemented by 102400 Assessment: Cognitive Functions in the second semester which will focus more on cognitive assessments. Upon completion of this unit, students will have an understanding of a range of assessment tools, their psychometric qualities, application and utility in a psychological practice. They will also develop skills in applying and interpreting assessment tools and how those tools may aid diagnostic and therapeutic processes.

102165.1 At the cultural interface - learning two ways

Credit Points 10 **Level** 7

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History, politics and ignorance make the cultural interface between Aboriginal and non-Aboriginal Australians contested and fraught. In turn, cultural misunderstanding contributes to inequities in educational attainment, employment and social disadvantage. Students apply a critical perspective to the discourses surrounding Aboriginal disadvantage and white privilege. They develop processes to engage respectfully with local Aboriginal and Islander communities in order to learn and share in a two-way exchange of knowledge. They listen deeply and

intersubjectively in their exploration of Aboriginal worldviews, and they reflect on what it means to decolonise their own thinking so as to build partnerships based on mutuality and reciprocity.

101827.3 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.

Corequisite

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

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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.

101684.3 Brain and Behaviour

Credit Points 10 **Level** 2

Equivalent Units

100931 - Neuroscience

Special Requirements

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and Psychological Studies.

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This unit provides an introduction to the biological and neuroscientific bases of human behaviour. Topics covered include the chemistry of life, the molecular basis of life, the cell and some of the major organ systems of the human body with particular reference to the nervous, endocrine and sensory systems. The unit 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

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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) or 1812 - Master of Clinical Psychology

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

102102.1 Children, Families, Communities

Credit Points 10 **Level** 7

Equivalent Units

101113 - Early Intervention and Prevention in Educational Contexts; 101648 - Early Intervention and Prevention in Early Childhood Contexts

Special Requirements

Students must be enrolled in one of the following courses: 1691 Master of Teaching (Birth-5 Years/Birth-12 Years) or 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth - 12) or 1671 Bachelor of Social Science (Pathway to Early Childhood Teaching) or 1670 Bachelor of Education (Birth - 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

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The unit examines the implications of cross-disciplinary research into children's early life experiences for creating innovative services and service models that both foster children's early learning and encourage and strengthen families' capacity to support their children's early development and wellbeing. In this way, students will gain an understanding of the complex field of early intervention and prevention, consider national and international innovations in policy and service delivery, examine new tools and frameworks for community intervention, analyse discourses associated with family and social disadvantage and consider how communities can best support young children. Studying this unit will provide an opportunity to

consider the nexus between early childhood education and child and family services, how these might interact and work together seamlessly and the implications for the kind of knowledge and skills required to work in these innovative contexts. Students will reflect on the complex interrelationship between collaboration, research and practice to identify their role as community leaders enhancing families' capacities and children's development, learning, health and wellbeing.

101577.5 Classrooms Without Borders

Credit Points 10 **Level** 7

Corequisite

102071.2 Culture, Subjectivities and Schooling

Special Requirements

Students must be enrolled in 1781 Master of Teaching (Primary) or 1651 Bachelor of Arts (Pathway to Primary Teaching) and completed 160 credit points. 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working With Children Check number to - the School of Education to facilitate processing of a school placement - Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Primary).

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Classrooms without Borders builds professional teaching skills by enhancing pre-service teachers' understandings of the clientele with whom they will be professionally involved as teachers through engaged, work integrated learning. This unit includes a practical component requiring a minimum of 25 hours of academic service learning in community agencies within Greater Western Sydney. The agencies range from school settings to community based agencies that provide support to children from a range of backgrounds and experiences. In particular, the unit explores through placement experience, the criticality of ethical understandings and practices that may influence educational outcomes. The unit seeks to promote the importance of reciprocal and reflexive learning by positioning learning and effective teaching as highly dependent on the development of trust, rapport and critical understandings between individuals. It also provides a space to critically explore the nuances and subtleties of teaching and learning through individual and small group interactions. Students must satisfactorily complete child protection training and Working with Children check, and obtain anaphylaxis certification prior to placement in a community agency. Students must also meet the Inherent

Requirements of the Master of Teaching (Primary), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_primary

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) or 1812 - Master of 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.

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) or 1812 - Master of Clinical Psychology and must also meet the special requirements as those stipulated by NSW Health and Psychology Board of Australia. Students are required to be registered with the Psychology Board of Australia and to undertake a placement in a NSW Health facility during the period of their enrolment in the course and so must also meet the special requirements as stipulated by NSW Health and Psychology Board of Australia. At present, these include: • Submitted a Student Undertaking Form and have received a National Police Certificate • submitted a Working with Children Check Student Declaration • Child Protection

Training • Registration as a Provisional Psychologist with Psychology Board of Australia. • Any other requirement introduced by the Psychology Board of Australia or NSW Health in order to undertake placements as part of a post-graduate training program.

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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

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology) or 1812 - Master of 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

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology) or 1812 - Master of Clinical Psychology

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This unit provides a comprehensive introduction to contemporary neuropsychological theories, methods and measures, including understanding of neurocognitive disorders. 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 unit also includes coverage of the classification, use and efficacy of common psychopharmacological agents.

The unit will stress the importance of neural abnormalities in patients, and how these are related to symptoms and behavioural dysfunction. Psychological, pharmacological and surgical treatments for neuropsychological disorders will also be discussed.

101812.2 Clinical Psychopathology 1

Credit Points 10 **Level** 7

Equivalent Units

101212 - Clinical Psychopathology, 100466 - Advanced Psychopathology

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology) or 1812 - Master of Clinical Psychology

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This unit provides a comprehensive examination of the nature and assessment of adult psychopathology. Students will review and critically evaluate 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) or 1812 - Master of 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), 1812 - Master of Clinical Psychology or 1814 - Master of Professional Psychology

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The ability to understand and critique empirical research findings, and to evaluate the efficacy of therapeutic interventions is essential to the professional psychologist as

a scientist-practitioner. This unit assumes a good grasp of fourth-year 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, and critically evaluate the effectiveness of existing research based on empirical evidence. It includes instruction in both quantitative and qualitative research design, and subsequent methods of data analysis.

101784.1 Clinical Studies (Art Therapy)

Credit Points 20 **Level** 7

Assumed Knowledge

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

Prerequisite

101506.1 Counselling 1 AND **101507.1** Counselling 2 AND **101303.1** Art Therapy: Histories, Theories, Groups AND **101304.1** Art Therapy: Application to Client Groups

Equivalent Units

101508 - Clinical Studies

Special Requirements

Criminal records and prohibited persons checks are completed on enrolment to 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.

102365.1 Clinical Studies in Psychotherapy and Counselling

Credit Points 20 **Level** 7

Assumed Knowledge

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

Prerequisite

102353.1 Foundations of Psychotherapy and Counselling 1 AND **102364.1** Counselling and Psychotherapy Practice

Equivalent Units

101786 - Clinical Studies (Counselling)

Special Requirements

Students must be enrolled in 1817 Master of Psychotherapy and Counselling or 1647 Graduate Diploma in Counselling. Students must also complete a Student Undertaking Form and a Working with Children Check Declaration.

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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 Community Translation (also known as Public Service Translation), which focuses on facilitating written communication between public services and community members who do not have a good command of mainstream language(s). 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, Spanish, Korean, Thai and Vietnamese.

102103.1 Community Leadership

Credit Points 10 **Level** 7

Prerequisite

102102.1 Children, Families, Communities

Equivalent Units

101627 - Connecting Communities in Early Childhood Education, 100308 - Collaborative Relationships

Special Requirements

Students must be enrolled in one of the following courses: 1691 Master of Teaching (Birth-5 Years/Birth-12 Years) or 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 1671 Bachelor of Social Science (Pathway to Early Childhood Teaching) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working with Children Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth – 12 Years).

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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 sociocultural 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. This unit has a ten day community placement. Through course work, reflexivity and research, students will collaborate with services to develop a resource or undertake a project 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 that demonstrate community leadership. Students must have satisfactorily completed child protection training and Working with Children check, and obtained anaphylaxis certification prior to undertaking visits to the early childhood setting. Students must also meet the Inherent Requirements of the Master of Teaching (Birth – 5 Years / Birth – 12 Years), details of which are available at <http://>

www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_years/birth_to_12_years.

102167.1 Conference Interpreting

Credit Points 10 **Level** 7

Assumed Knowledge

Bilingual competence

Equivalent Units

A7461 - Conference Interpreting, 100923 - Conference Interpreting, 101436 - Conference Interpreting 1

Special Requirements

Students must be enrolled in 1640 - Master of Arts Translation and Interpreting Studies, 1602 - Graduate Certificate in Interpreting and Translation, 1637 - Graduate Diploma in Interpreting, 1639 - Master of Interpreting and Translation or, if a non award student, must be a practicing 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.

101891.1 Contemporary Policing Practice

Credit Points 10 **Level** 7

Special Requirements

Eligible students will receive Advanced standing for this unit, there will be no enrolments.

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The unit will focus on issues that impact on contemporary policing, and the future of policing. The unit will contextualise policing practice by introducing students to the historical, legal, political and social context of this practice. The unit will then consider contemporary issues for policing such as social inclusion and community engagement, working with cognitive disability, transnational crime and newly defined crimes due to technological advancements. The implications of these developments for policing organisations in the future will be considered.

102098.1 Contemporary Teacher Leadership

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and have successfully completed 90 credit points. 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a

Working with Children Check number. iii. Submit the letter with a valid Working With Children Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Secondary).

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This multidisciplinary unit seeks to redefine and inform practice about what it means to be a teacher in the 21st century. Pre-service teachers will need to develop unique skills and understanding necessary for creating, sustaining and expanding communities of practice within and beyond classrooms. Through an examination of relevant literature connected with local and global networks, students will build personal leadership capacity and understanding of what is required to effect change, leadership and innovation in teaching. Learning outcomes are based on learning about leadership within an established community of practice.

102201.1 Contemporary Theories of Religion and Society

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate degree or equivalent.

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Covering Australia and other parts of the world, this unit explores current social theories of religion at the micro, meso, macro, and cyber levels. Starting from the micro or individual level, it deals with theories on the emergence of post-dogmatic religion and the growth of subjectivised forms of religion in the non-institutional field. It then moves to the group or meso level and covers the activities of religious and non-religious groups in the public and post-secular sphere. It then reaches the global (macro) level to discuss notions of multiple modernities, transnationalism and civilizational analysis. Finally, at the cyber level the unit analyses recent theories on the impact of new social media on religion.

102335.1 Contexts of TESOL

Credit Points 10 **Level** 7

Equivalent Units

100721 - Contexts of TESOL

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This unit introduces students to the field of TESOL and to some of the historical, socio-cultural and academic contexts which influence it - adult education, linguistics, intercultural and migration factors, bilingualism studies and new technologies. It provides students with some insight into the key issues in these fields which impact on the teaching and learning of English as a second/foreign language.

102311.1 Convergent Media Incubator

Credit Points 20 **Level** 7

Prerequisite

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

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This unit offers students a focused, in-depth and engaged understanding of specific industry roles and methods including business development. In this unit students acquire and develop the systemic skills needed by the convergent media producer working across production modalities from commercial to social to comment media contexts. It covers the roles and responsibilities of the convergent media producer and the social media producer, with specific focus on budgets, business development, legal matters, and production planning.

101426.2 Convergent Media Internship

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in courses 1645 Master of Convergent Media or 1646 Graduate Certificate of Convergent Media.

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This professionally oriented unit consists of a work internship placement with a corporate media or community communications division of an organisation. These agencies may include UWS research centres, educational, community and cultural agencies within Sydney and corporate and professional organisations in Australia or off-shore. The focus of the internship is to research audience/community liaison and the cross media production and/or marketing plans of the organisation. During the placement students will develop documentation to capture and manage ideas about professional development, industry trends, professional links, case studies and associated documentation. On completion of the placement students will present a comprehensive report.

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), 1812 - Master of Clinical Psychology or 1814 - Master of Professional 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.

102360.1 Core Therapeutic Modalities

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1814 Master of Professional Psychology.

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This unit provides an introduction to the theory and practice of Cognitive Behaviour Therapy (CBT), an evidence-based form of therapy and an important therapeutic tool for psychologists working in diverse settings. Students in this unit will develop foundational skills in CBT assessment and therapy and a critical understanding of CBT application across conditions, populations and settings. In addition, students will gain foundational skills in family therapy (FT), including introduction to different models of FT, assessment and case formulation from a FT perspective and FT application across different family situations. Both Cognitive Behaviour Therapy and Family Therapy will be examined in relation to indigenous and multicultural contexts.

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

Students must be enrolled in 1647 Graduate Diploma in Counselling, 1648 Graduate Certificate in Counselling, 4595 Master of Art Therapy or 4617 Master of Social Science. Attendance is a threshold requirement of this unit because experiential learning is a key component of accredited counselling training courses. Attendance at six or more of the experiential group sessions is required unless special consideration is granted. Attendance at less than six experiential group sessions will lead to a Fail regardless of extenuating circumstances.

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In 2016 this unit replaced by 102353 - Foundations of Psychotherapy and Counselling 1. 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

Students must be enrolled in 1647 Graduate Diploma in Counselling, 1648 Graduate Certificate in Counselling, 4595 Master of Art Therapy or 4617 - Master of Social Science. Attendance is a threshold requirement of this unit because experiential learning is a key component of accredited counselling training courses. Attendance at six or more of the experiential group sessions is required unless special consideration is granted. Attendance at less than six experiential group sessions will lead to a Fail regardless of extenuating circumstances.

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In 2016 this unit replaced by 102364 - Counselling and Psychotherapy Practice. 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 countertransference 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.

101247.4 Counselling and Consultation

Credit Points 10 **Level** 4

Equivalent Units

100457 - Counselling and Collaborative Consultation 1

Special Requirements

Enrolment to this unit is restricted to students in courses 1796 Graduate Diploma in Psychology or 1500 Bachelor of Psychology. All enrolling students must have met the minimum requirements for entry into fourth year of the Australian Psychology Accreditation Council (2010; Section 4.1.1): "The entry requirement for a fourth year course is previous successful completion within the last 10 years, of an accredited three year sequence in psychology or the first three years of an integrated accredited four year course. The fourth year course is intended only for those who have previously completed an accredited three year sequence and wish to complete the fourth year. The minimum entry standard must be a Credit average in second and third year

units, including Credit in the majority of the psychology units."

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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 practise 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.

102364.1 Counselling and Psychotherapy Practice

Credit Points 10 **Level** 7

Prerequisite

101506.2 Counselling 1 AND **102353.1** Foundations of Psychotherapy and Counselling 1

Equivalent Units

101507 - Counselling 2

Special Requirements

Students must be enrolled in 1817 Master of Psychotherapy and Counselling, 4595 Master of Art Therapy or 1770 Master of Social Science.

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This unit builds on the experiential learning from Foundations of Psychotherapy and Counselling 1 by offering further practice in interpersonal counselling skills in dyadic and group contexts. Students will consolidate and expand the range of skills appropriate to the unfolding counselling relationship through continued skills practice. Students will develop capacity to analyse their own responses in depth and respond reflexively in their work with clients, within an increased understanding of the therapeutic relationship and of what makes counselling effective. Students will continue to participate in small group experiential training, thereby increasing their awareness of interpersonal and group processes.

102377.1 Creative Arts Project, Seminar and Proposal

Credit Points 20 **Level** 7

Prerequisite

102375.1 Research Methods in the Creative Arts AND **102376.1** Creativity: Theory and Practice

Special Requirements

Students must be enrolled in the program in order to take this unit.

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This unit explores practical applications of research in the creative arts. Students delineate project-based research topics in their fields. Students may produce research papers, or focus on projects involving creative practical works with accompanying documentation. These will include literature surveys or works reviews that

demonstrate the students' knowledge of their areas of specialisation. Participation in research seminars will give students an opportunity to present work for feedback and critique.

101443.4 Creative Music Therapy Practicum 1

Credit Points 20 **Level** 7

Prerequisite

101445.4 Music Therapy Skills 1

Special Requirements

Students must be enrolled in 1650 Master of Creative Music Therapy. A Criminal Record Check application form must be completed by students who will be doing clinical placement/work experience/research in NSW Department of Health (NSW DOH) facilities only. When completing this form, students must also complete and submit a Prohibited Employment Declaration. Students must be fully vaccinated to a level appropriate to the workplace.

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 through professional writing and presentations. Basic introduction to music technology is given.

101444.5 Creative Music Therapy Practicum 2

Credit Points 20 **Level** 7

Special Requirements

Students must be enrolled in 1650 Master of Creative Music Therapy. A Criminal Record Check application form must be completed by students who will be doing clinical placement/work experience/research in NSW Department of Health (NSW DOH) facilities only. When completing this form, students must also complete and submit a Prohibited Employment Declaration. Students must be fully vaccinated to a level appropriate to the practicum workplace.

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.

102105.1 Creative Teaching and Learning

Credit Points 10 **Level** 7

Equivalent Units

101103 - Fostering Creativity in Children's Learning

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/Birth-12 Years), 1670 Bachelor of Education

(Birth – 5 Years) or 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years).

This unit focuses on processes of creative thinking and creative expression in children and introduces students to the theory and practices of using drama, music, dance, media arts and visual arts in prior to school and school contexts. Arts-based pedagogies, collaborative learning, multiple modes of 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 teaching and learning 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 pedagogical approaches across the early childhood and primary years and as creative arts in their own right.

102376.1 Creativity: Theory and Practice

Credit Points 20 **Level** 7

Special Requirements

Students must have gained entry into 1827 Master of Arts (Creative Arts) degree or the Master of Research degree.

Research in communication arts utilises a range of investigative procedures appropriate to the theory and practice of each creative arts discipline. This unit will introduce fundamental research languages, methods, and outcomes relevant to the creative arts disciplines, and encourage students to develop approaches best suited to their theory and practice. Students will write and defend a research proposal and paper for a research program: the unit will enable students to apply a rigorous research framework to their work. Students will engage with a range of significant and critical texts which address the broad implications of practices and theories in creative arts disciplines.

102178.1 Critical and Creative Enquiry

Credit Points 10 **Level** 7

Assumed Knowledge

Introductory knowledge of theory and research methodology

Prerequisite

102176.1 Theories of Difference and Diversity AND **102175.1** Research in the Social Sciences

Corequisite

102177.1 Advanced Social Research Methods

Incompatible Units

400586 - Integrating Theory, Research and Practice, 101889 - Integrated Project

This unit is designed to extend students' capacity to undertake critical and creative research in the arts therapies and/or counselling. Students will have the opportunity to work together and extend each other's work

while undertaking a small research project that does not involve human research subjects. The theories and ethics of difference and diversity will be central to the process of enquiry. This includes formulation of shared research questions or problems, the choice and articulation of appropriate methodologies; and data gathering and analysis. Students will learn to systematically question the dominant assumptions of their field and generate alternatives to a tendency for practitioner research to reproduce 'the same' in their preparation of an individual report.

102395.1 Critical Social Work Practice

Credit Points 10 **Level** 7

Prerequisite

102390.1 Social Work Practice Methods 1

Corequisite

102396.1 Social Work Practice Methods 2

Special Requirements

Students must be enrolled in 1792 Master of Social Work (Qualifying)

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This unit focuses on the application of theories, models and methods of social work practice through the exploration of diverse fields of practice including: child wellbeing and protection; mental health; working with older people; disability; housing and homelessness; LGBTQI social work; and rural and remote practice. Students will engage in simulated practice activities in Western's Social Work Skills Lab.

102071.2 Culture, Subjectivities and Schooling

Credit Points 10 **Level** 7

Corequisite

101577.5 Classrooms Without Borders

Equivalent Units

101578 - Education, Knowledge, Society and Change

Special Requirements

Students must be enrolled in the 1781 Master of Teaching (Primary) or 1651 Bachelor of Arts (Pathway to Teaching Primary) and must have successfully completed 160 credit points.

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This unit focuses on the socio-political, economic and cultural milieu that shapes teacher and student subjectivities. Teachers are required to understand the variety of, and changing nature of, discourses and ideologies that both constitute and are constituted in society, schooling, teaching, and learning, in an increasingly multifaceted, globalized and cosmopolitan environment. Within this framework it is also essential that teachers engage with and understand the diversity and fluidity of individuals and the broader Australian community in order to promote equitable practices in schooling and to facilitate educational and professional transformation. Aboriginal and Torres Strait Islander peoples and their relationship to schooling will also be explored in this unit,

providing pre-service teachers with deeper understandings of Australia's first nations people. Developing understandings of society, culture and the formation of subjectivities will promote an enhanced awareness of equity issues as well as crucial analytical and critical tools to address the needs of diverse students, their families, teachers, and the broader school community.

301044.1 Data Science

Credit Points 10 **Level** 7

Assumed Knowledge

Basic Statistics, Computer Programming

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The explosion of data in the internet age opens up new possibilities for agencies and business to better serve and market to its customers. To take full advantage of these opportunities requires the ability to consolidate, manage and extract information from very large diverse data sets. In science, data sets are growing rapidly, with projects routinely generating terabytes of data. In this unit we examine the software tools and analytic methods that underpin a successful Data Science Project and gain experience in big data analytics.

102159.1 Designing Curriculum Futures

Credit Points 10 **Level** 7

Equivalent Units

101660 - Curriculum Futures

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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 in a range of settings. The unit provides a critical overview of perspectives on curriculum, curriculum design and examines authentic 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.

102086.1 Designing Teaching and Learning

Credit Points 10 **Level** 7

Equivalent Units

101640 - Pedagogies in Practice, 100972 - Pedagogies for Learning, 100396 - Literacies for Learning

Special Requirements

Students must be enrolled in the 1714 Master of Teaching (Secondary). The following requirements are co-requisites as students may enrol and then must complete the requirements prior to the school visit: 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid

Working With Children Check number to the School of Education to facilitate processing of a school placement and to Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Secondary).

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In this unit, students will explore a range of contemporary issues impacting upon adolescent learning in the 21st century and how those issues may be addressed through the thoughtful re-design of teaching and learning. In a future characterised by rapid change and re-conceptualisations of compulsory schooling, attention will be given to the role of the secondary school teacher in assisting their students to develop new ways to think and new ways to work, as well as acquiring new tools and skills for living and working in the 21st century. Students will be encouraged to articulate their own vision for sustainable and engaged secondary education appropriate to the first half of the 21st century. In particular, it is critical that pre-service teachers possess the capacity to develop secondary students' abilities to engage in real world problem solving and collaborate meaningfully through emerging technologies. This unit has a one-day visit to a secondary school. Students must satisfactorily complete child protection training and Working with Children check, and obtain anaphylaxis certification prior to the visit to a secondary school. Students must also meet the Inherent Requirements of the Master of Teaching (Secondary), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_secondary

101636.2 Developing Sustainable Places

Credit Points 10 **Level** 7

Equivalent Units

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

Special Requirements

Students must be enrolled in a postgraduate course.

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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.

101896.1 Development and Security

Credit Points 10 **Level** 7

Prerequisite

101895.1 Political Economy of Development

Special Requirements

Students must be enrolled in a postgraduate course.

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Successful development requires the provision of security. As a corollary, lack of development can breed insecurity and violence. The overall nexus between development and security is not only about a country's domestic affairs; it concerns the global community. Amid the increasing pace of globalisation, underdevelopment in the global South is argued to constitute a security threat by supposedly facilitating the international spread of terrorist and criminal networks. This unit will concentrate on three key aspects. First, it will interrogate the complex relationship between development and security from interdisciplinary perspectives. This will cover, among other, the notions of development as security, human development, human security and social sustainability. Second, this unit will examine the development roots of insecurity focusing on social and economic structures and key issues in development and security from local and global perspectives as well as from micro and macro outlooks. This includes peace keeping operations, security measures, and global governance for world order. Third, relevant case studies will be embedded throughout the unit contents to enhance students' analytical skill and practical orientation on the field of development and security.

101897.1 Development for Equality

Credit Points 10 **Level** 7

Prerequisite

101895.1 Political Economy of Development

Special Requirements

Students must be enrolled in a postgraduate course.

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The eight Millennium Development Goals (MDGs) were established in 2000 as a blueprint to meet the needs of the world's poorest and quickly became the dominant paradigm driving global development. The goals were targeted to be met by 2015 but no country has yet to approach success in achieving the goals. This unit critically examines the MDGs and in particular their impact on and engagement with women and other groups who remain the poorest and most vulnerable across the globe. Through this critique students will identify the structures, institutions and systems producing global inequalities; the significance of dominant development discourses in creating and continuing inequalities; and the intersections with social categories such as race, gender, sexuality, disability, class, religion and ethnicity. In order to demonstrate their understanding and critique, students will design a program for a specific disadvantaged group in a targeted region with a particular need to be met, such that the proposed program can sit within a suite of programs so as to ensure the ultimate aim of sustainable development.

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 Student Declaration. This can be completed online through the NSW Office of the Children's Guardian website. Refer to Special Requirements on our website for details on applying for the Working with Children student declaration; link below: http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements

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 wellbeing. An understanding of Aboriginal and Torres Strait Islander development will be integrated into the unit alongside an appreciation of richness in diversity within various cultural contexts.

102156.1 Disability in Context

Credit Points 10 **Level** 7

Assumed Knowledge

Professionals with teaching or other relevant qualifications.

Special Requirements

Students must be enrolled in a Postgraduate course.

The developmental trajectory and quality of life of individuals with additional needs is affected not only by the nature and level of the disability itself but also by the ways in which that disability interacts with the contexts in which they live their lives. In turn, the impact of the disability will affect the individual's family and those working with them. This unit adopts both a developmental and ecological perspective to enable analysis of the specific impact of disability on an individual, their family, the professionals working with them and the contexts in which they do so. In so doing, it evaluates the efficacy of theoretical models and frameworks available to assist in ensuring best outcomes for the individual and those around them.

102260.1 Display (Sounds, Images, Text)

Credit Points 10 **Level** 7

Equivalent Units

101838 - Display

Special Requirements

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

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. Throughout we will make comparisons with the relationship between sound and text in film, and in the media more broadly.

102101.1 Diverse Literacies

Credit Points 10 **Level** 7

Equivalent Units

101628 - Global Literacies, 101428 - Multiliteracies

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years / Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). Students must have completed child protection course, and Working with Children Check and Anaphylaxis training.

This unit increases students' understandings of the impact of globalisation, new technologies and the diversity of Australian languages and dialects on children's literacy practices. It provides opportunities for students to develop insights into the importance of languages and cultures in children's identity formation, particularly in relation to the importance of the home language and dialect for bilingual and Aboriginal and Torres Strait Islander children. Contemporary social theories of diversity and difference and frameworks of literacy and languages learning will be introduced to students and the links between theory and practice will be applied. Students will have the opportunity to investigate the literacy practices in diverse family and community contexts and apply literacy-enriched play and pedagogies to extend languages learning and literacy for all children.

102183.1 Diversity in Practice

Credit Points 10 **Level** 7

Prerequisite

102176.1 Theories of Difference and Diversity AND
102181.2 Nation, Power and Difference

Special Requirements

Postgraduate Students only can take this unit.

This unit offers students the opportunity to systematically apply the theories and concepts developed in the Difference and Diversity and /or Religion and Society Specialisations to a project relevant to students' areas of professional practice, or interest. The focus of the project will be drawn from those issues of race, class, sexuality, disability, gender, religion and ethnicity embedded in the theoretical and conceptual work undertaken in the earlier units of the named specialisations.

102083.1 Diversity, Social Justice and Learning

Credit Points 10 **Level** 7

Equivalent Units

101641 Diversity, Social Justice and Equity; 100979 Diversity, Social Justice and Schooling

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary)

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The unit explores diversity, social justice, equity and learning through the multi-layered operation of social power and privilege. It advances students' understanding of how social and cultural difference in Australia has shaped contemporary education, schooling and cross-cultural relationships. In particular, the unit examines diversity as a social construct that has promoted the differential treatment of particular social and cultural groups and served as the basis for response to subsequent social and cultural inequities by these groups. The unit engages students in critical analysis essential for professional pedagogical practice in education for diversity and social justice in Australia and beyond. Aboriginal and Torres Strait Islander content and its relationship to schooling will also be examined in this unit, providing pre-service teachers with deeper understandings of Australia's first nations people.

102157.1 Ecopedagogies

Credit Points 10 **Level** 7

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This unit posits the importance of ecopedagogies in this historical era. The precariousness of human/nature interrelationships compels us to explore new ways of learning and knowing. Global perspectives and place-based theory have generated new paradigms for what it is to be human. Ecological 'knowing' and 'being' are central to this. They inform ecopedagogies while providing new ways of experiencing the natural world. Further insight is gained through engaging with First Peoples' knowledge systems through the conceptualisation of 'country' and relational frameworks. Outdoor experiential learning has significant developmental, health, well-being and educational advantages for children, youth and adults. This interdisciplinary unit examines the broader field of applied ecological understanding and re-imagines it as sustainable practice.

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.

102160.1 Education Policy, Practice and Global Knowledge Co-construction

Credit Points 10 **Level** 7

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This unit examines a range of inter/national policies and practices informed by the new spirit of capitalism that are impacting on contemporary education, and what this means for local/global knowledge co-construction. Consideration is given to the use of international tests as benchmarks, identification of 'best practice' and claims about evidence-based research in the redesign of education in Australia and elsewhere. Students will develop capabilities to use a new generation of conceptual tools that will enable them to engage through corrective and transformative critiques with inter/nationally driven arguments for curriculum and pedagogical change in the early childhood and school sectors, vocational and higher education.

102146.1 Effective Working Relationships

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1720 Master of Inclusive Education or 1721 Graduate Certificate in Inclusive Education.

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This unit supports the development of students' knowledge and skills by analysing a range of consultation models; examining the perspectives and needs of families as well as professionals from different discipline backgrounds; and developing effective interpersonal communication skills, collaborative problem solving, dispute resolution, teamwork and teambuilding. In addition, professionals with advanced knowledge of inclusive education and disability studies may serve as agents of change within their professional setting. The unit explores this role and encourages students to reflect upon how they may enact this ability to advocate inclusive education and facilitate the capacity of others.

100488.4 Empirical Research Project

Credit Points 30 **Level** 4

Special Requirements

Students must be enrolled in 1502 Post Graduate Diploma of Psychology or 1500 Bachelor of Psychology Specialist Study. Bachelor of Psychology students must have completed 240 credit points including completion of a three-year APS accredited sequence in psychology.

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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.

102148.1 Engaging Communities

Credit Points 10 Level 7

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Community engagement is variously seen as a strategy for improving educational outcomes, increasing community ownership and/or empowering citizens to take collective action. Although appeals to 'community' often assume a homogeneous ideal, active community engagement needs to respond to a diversity of needs and experiences. This unit begins by exploring the notion of community, its uses and meanings in different discursive and professional contexts. Students will be introduced to theory and praxis aimed at identifying community needs, partnering across diversity and working effectively and inclusively to build community strengths and engagement. The unit's applied learning focus requires.

101825.3 English Linguistics for TESOL

Credit Points 10 Level 7

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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.

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 will study the fundamental concepts and principles of epidemiology and biostatistics and will be given the opportunities through exercise and tutorials to apply these concepts and principles to published public health literature. The unit is designed to give students the skills to interpret and critically evaluate public health literature and to equip the students with the skills for public health research. 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.

102381.1 Ethics

Credit Points 10 Level 7

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Since the beginning of philosophy, the question of how to live has taken on an indefinite variety of forms, as befits the variability of its subject matter. This includes the Platonic and Aristotelian conception of the good life, the Kantian categorical imperative, and social ethics. In recent Continental philosophy, this has encompassed the ethics of responsibility, the attempt to investigate the ethics of alterity, interest in the 'care-of-the-self', and the ethics of truth.

102357.1 Ethics and Diversity in Research and Therapy

Credit Points 10 Level 7

Assumed Knowledge

Concurrent or previous study of any foundational unit in either counselling or art therapy.

Equivalent Units

102175 - Research in the Social Sciences

Special Requirements

Students must be enrolled in 4595 Master of Art Therapy, Master of Psychotherapy and Counselling, 1770 Master of Social Science Specialisations (Studies in Counselling) or (Studies in Art Therapy).

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This unit introduces students to key considerations for practicing therapy and research in a diverse and postcolonial world. Students will study the emergence of research in the counselling and arts therapy professions and explore connections and tensions between personal, professional and research ethics. Through close reading of professional documents, case studies and research papers, students will examine how the 'subjects' of therapy and research are conceptualised and constructed. From a perspective that links knowledge and power, students will look at what the published research says about what works and how in therapy; ask whom therapy and research work for; and examine the work these therapy and research practices do.

101892.1 Executive Leadership in Policing

Credit Points 10 Level 7

Special Requirements

Eligible students will receive Advanced standing for this unit, there will be no enrolments.

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The unit will introduce students to the principles, dimensions and qualities of contemporary executive leadership, as well as taking an analytical approach to such practice. The unit considers the challenges and dynamics of strategic police leadership within a range of political contexts. It explores the reality and diversity of operational policing and related functions from the leadership perspective and explores the limitations of leadership. It discusses the value and importance of the exercise of

proper influence at the political, public and organizational levels.

100013.3 Experimental Design and Analysis

Credit Points 10 **Level** 2

Prerequisite

101183.2 Psychology: Behavioural Science

Special Requirements

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and Psychological Studies. Pre-requisites will not apply to students enrolled in courses 1630 Graduate Diploma in Psychological Studies and 1501/1502/1796 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

Special Requirements

Students must be enrolled in a postgraduate course.

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Financing infrastructure to keep cities running and growing at a time when governments face new financial constraints is a key challenge for urban managers. In order to be able to contribute to the debate about financing cities it is important for future urban managers to develop a basic financial literacy, understand and draw on the options for financing essential urban functions in Australia cities and elsewhere, and assess the tensions involved in public and private financing pathways. This unit addresses these needs through both theoretical and practical approaches to the city as a set of flows within a wider urban network of relations. Students develop their understanding via interactive lectures, case studies, fieldwork exercises and assignments.

102363.1 Forensic Psychology: Theory and Practice

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1814 Master of Professional Psychology.

Forensic Psychology is where psychological knowledge and research are applied to the legal and justice systems. Law and psychology can be seen as two significant points on the same axis in the quest to understand the meaning of human behaviour. There is an increasing interest in the interface between psychology and the law, and this topic is now recognised as a major area in applied psychology. This unit provides students with practical skills to work in the many settings in which forensic psychologists work including probation and parole, policing, juvenile justice, the courts, and corrections. Specifically it aims to introduce students to psychological practice and current issues in various forensic settings.

102300.1 Foundations of Media Arts Production (PG)

Credit Points 10 **Level** 7

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This unit explores creative and independent media arts practices across moving image, audio and participatory forms, and introduces students to fundamental principles of long-form sound and screen production. The unit maps theoretical and practical connections between the creation and study of images and sound across media formats through an integrated theory/practice programme focused on the processes through which long-form media artefacts are created. Students learn how to analyse and critically evaluate screen media and also to plan and make simple short works of their own. It introduces students to relevant media arts histories and contexts (with a focus on cinema) in addition to a range of technologies, media practices and production techniques.

102353.1 Foundations of Psychotherapy and Counselling 1

Credit Points 20 **Level** 7

Equivalent Units

101506 - Counselling 1

Special Requirements

Students must be enrolled in 1647 Graduate Diploma in Counselling, 1648 Graduate Certificate in Counselling, 1817 Master of Psychotherapy and Counselling, 4595 Master of Art Therapy or 1770 Master of Social Science.

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Foundations of Psychotherapy and 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. Foundations of Psychotherapy and Counselling 1 presents the foundational skills necessary for the successful inception of a productive therapeutic 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 psychotherapist/counsellor, in order to develop the self-awareness and sensitivity necessary for this professional role.

102336.1 Functional Grammar

Credit Points 10 **Level** 7

Equivalent Units

100722 - Functional Grammar

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This unit invites students to study the functional grammar of English, which relates the structure of the English language to its use in cultural and social contexts. This model of language is used in a wide variety of fields - teaching in university or school subject areas, teaching ESL/EFL, and researching language use in a range of settings. Students will apply the functional analysis of English to a variety of spoken and written texts drawn from a range of social contexts.

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

Students must be enrolled in course 4595 - Master of Art Therapy. Criminal records and prohibited persons checks are done on enrolment to Master of Art Therapy. Attendance is a threshold requirement of this unit. Completion of required placement hours and attendance at 75% of university based clinical supervision is necessary to pass this unit, regardless of extenuating circumstances.

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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.

102366.1 Further Clinical Studies in Psychotherapy and Counselling

Credit Points 20 **Level** 7

Assumed Knowledge

Previous completion of clinical placement

Prerequisite

[102365.1](#) Clinical Studies in Psychotherapy and Counselling

Equivalent Units

101787 Further Clinical Studies (Counselling)

Special Requirements

Students must be enrolled in 1647 Graduate Diploma in Counselling or 1817 M Psychotherapy and Counselling. A Student Undertaking Form and a Working with Children Check Student Declaration.

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This unit aims to further develop clinical practice skills to the level required for intern membership of a relevant professional body, for example, the Counsellors' and Psychotherapists' Association of NSW, Inc (CAPA) or Psychotherapy and Counselling Federation of Australia (PACFA). The unit includes 150 hours [working under the guidance of a clinical supervisor] in an approved agency placement, including 35-50 hours of direct client contact. Small group supervision of casework and in-depth discussion of issues arising from placements is conducted on campus. As are fortnightly seminars covering topics relevant to working, as counsellors and psychotherapists, with clients in clinical settings.

102200.1 Global Criminology and Human Rights

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate degree in criminology, criminal justice or a related social science area, or equivalent.

Special Requirements

Students must be enrolled in a postgraduate course.

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Global criminology is concerned with the process of respecting and fostering ideals of justice, the rule of law and human rights in an expanding range of transnational and domestic locations. These include stable, divided and post-conflict societies that are variously dealing with issues of discrimination, exploitation, insecurity and violence via international agreements, judicial and political means. The global development of justice initiatives has challenged the traditional criminological concern with individual offenders prosecuted by the sovereign nation state acting on behalf of a sole victim. In this unit students will gain a critical understanding of theories and concepts of global criminology, detail of the key aspects and uses of international criminal law, and the potential of alternative modes of attaining social justice. Case studies from around the globe will be analysed along with an emphasis placed on assessing the significance of issues, rights and justice reforms in developing regions.

101893.1 Governance and Accountability in Policing Practice

Credit Points 10 **Level** 7

Special Requirements

Eligible students will receive Advanced standing for this unit, there will be no enrolments.

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The unit will focus on understanding contemporary corporate governance and accountability within the practice of policing. Core to the content of the unit is the study of the commitment by governments to practices at an individual and organisational level that are based on accountability, contestability and lead to continuous improvement. The role of leadership in shaping and driving the commitment to continuous improvement in service delivery will be considered as well as issues concerning performance measurement, transparent governance, and accountable processes. Best practice policies and systems will be used

within the teaching of this unit and examined through a case study teaching approach.

102069.1 Heritage and Planning

Credit Points 10 **Level** 7

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This unit explores the values behind, and practicalities regarding, heritage and planning, from federal and state perspectives in Australia. With a specific focus on Sydney, the unit explores how planning applications, within the urban development sphere, impact upon heritage assets, and how these impacts are mitigated through heritage planning legislation. The unit asks students to step into the shoes of heritage planning professionals and to identify and research a heritage asset that is to be impacted by a potential planning proposal and then to design an appropriate mitigation response within the bounds of relevant heritage legislation.

101676.2 Human Learning

Credit Points 10 **Level** 2

Special Requirements

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and Psychological Studies.

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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.

102256.1 Idea (Conceiving Experience)

Credit Points 10 **Level** 7

Equivalent Units

101834 - Idea

Special Requirements

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

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This unit will focus on a particular idea or concept that is of major importance to the diverse cultural, artistic and philosophical understandings we have of ourselves. It will then look to explore how the idea operates through these differing understandings and the problems it poses for representation. The theoretical and creative texts examined will focus both on the nature of the idea and how it might be better understood or made use of in creative practice.

102084.1 Inclusive Education - Theory, Policy & Practice

Credit Points 10 **Level** 7

Equivalent Units

100984 Inclusive Education: Practices and Principles

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and have successfully completed 20 credit points.

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This unit examines mandatory Special Education requirements. Pre-service teachers need to understand the theory, policy and practices of teaching and learning Inclusive Education and respond in an engaged manner to the diversity of intellectual, emotional, social and physical needs of all children in the regular secondary classroom. Appropriate skills, strategies, attitudes and methodologies will be addressed through an inquiry learning approach to enable students to plan, implement and evaluate programs that meet the educational diverse needs of individual secondary students with disabilities, learning difficulties and/or behaviour disorders. Strategies and theories for effectively integrating and including all secondary students with special needs, as well as knowledge of Australian and NSW government policy and legislation and teachers' responsibilities within these will be addressed. The role and value of inclusive education and its relationship with literacy, numeracy and classroom management will also be addressed.

102149.1 Inclusive Environments

Credit Points 10 **Level** 7

Equivalent Units

101658 - Transformative Learning

Special Requirements

Students must be enrolled in 1720 Master of Inclusive Education; 1721 Graduate Certificate in Inclusive Education; 1726 Master of Education (Leadership) or 1723 Master of Education (Social Ecology).

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Significant reform has occurred over the last three decades with regard to educating individuals with additional needs. This unit explores the history and current position on disability as well as philosophy, policy, legislation, and practice around educating individuals with additional needs internationally. The research literature examining the benefits and barriers to inclusive education will be analysed. Students will develop skills of critical review required to evaluate the research in the field. Lastly, the unit addresses the ways in which educational settings can be designed to be more responsive to learners with additional needs and how students can promote inclusion through organisational change.

101625.2 Inclusive Practices

Credit Points 10 **Level** 7

Prerequisite

102104.1 Theorising Play

Equivalent Units

100321 - Children with additional needs and their families

Special Requirements

Students must have completed Child Protection course and Working with Children Check and have Anaphylaxis training. Students must be enrolled in the Master of Teaching (Birth-5 Years/Birth-12 Years).

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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 and early childhood and school settings are explored within a sociocultural framework and the implications for intervention and inclusion analysed. Collaboration, the role of teams around the child and family-centred approaches to service delivery and the paramount role of families are advocated as essential for effective early childhood intervention and inclusion.

101286.3 Inclusive Teaching for Effective Learning

Credit Points 10 **Level** 7

Equivalent Units

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

Special Requirements

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary).

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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 needs of all students. This unit provides a foundation of knowledge and practice that facilitates development of appropriate and inclusive attitudes and skills for teaching students with additional needs in the regular classroom. It will address professional skills, approaches and relevant legislation in the implementation of the principles of inclusive education practices in primary school settings. 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.

102370.1 Integrated Practice 1: Self and Story

Credit Points 10 **Level** 7

Assumed Knowledge

Concurrent or previous study of any foundational unit in counselling

Corequisite

102353.1 Foundations of Psychotherapy and Counselling 1

Special Requirements

Must be enrolled in course 1817 Master of Psychotherapy and Counselling

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This unit explores the concept of 'self' and how stories might shape self-identity or a sense of 'what it means to be me'. The enduring characteristics of stories will be examined alongside their different workings across cultures, traditions, technologies, genres and time. The unit will cover historical and contemporary notions of the unconscious as they inform an understanding of self and story. It will examine how an understanding of the brain, particularly of memory, and the workings of the right and left hemispheres, fit into this exploration. Working with selves and stories, as instruments for change in therapeutic work, will be considered across lifespan and a range of psychotherapies.

102371.1 Integrated Practices 2: Affliction and Recovery

Credit Points 10 **Level** 7

Assumed Knowledge

Concurrent or previous study of any foundational unit in counselling.

Prerequisite

102353.1 Foundations of Psychotherapy and Counselling 1 AND **102370.1** Integrated Practice 1: Self and Story

Special Requirements

Must be enrolled in 1817 Master of Psychotherapy and Counselling.

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This unit critically examines the nature of mental illness and mental wellbeing. Historical and contemporary approaches to mental health and recovery will be reviewed. Diverse explanations for the origins of profound symptoms will also be explored. Mental health assessment tools commonly encountered by counsellors and psychotherapists are presented and their practical applications examined. Through case studies and autobiographical accounts, the voices of those with lived experience of major mental health issues will inform student learning in this unit. This unit invites students to critically evaluate mental health services from a range of perspectives and consider the role of counselling and psychotherapy alongside multiple pathways to recovery. Students will critically evaluate this knowledge and apply it in their development of skills in various psychotherapeutic methods to assist recovery and mental wellness.

102373.1 Integrated Practices 4: Self and Relationships

Credit Points 10 **Level** 7

Assumed Knowledge

Concurrent or previous study in counselling and/or psychotherapy.

Special Requirements

Students must be enrolled in and have passed 120cp in 1817 Master of Psychotherapy and Counselling.

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This unit focuses on the self and relationships in order to enhance students' ability to work therapeutically with individuals, couples and families. Clients bring themselves and both their current and past relationships into the therapy room with them, as does their counsellor. The counsellor needs to be able to work with multiple relational influences at any given time. Students will have the opportunity to investigate their personal values and beliefs about relationships and how these influence their work with clients. Family life-cycle and developmental models are introduced, critiqued and applied to promote understanding of common client issues and presenting concerns. Therapeutic skills in working with more than one person in the counselling room will be developed, with a focus on family systems and couple work.

102398.1 Integrated Project

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1792 Master of Social Work (Qualifying)

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Students will integrate theory and practice in social work through the development of a work-based project related to their organisational context or area of specialisation. The project will be negotiated with an academic advisor and be underpinned by concepts of community engagement/ service learning. This project will be concurrent with the field placement and will allow students to plan, undertake and report on a specific aspect of practice in the context of work.

102356.1 Integrating Arts and Therapy

Credit Points 10 **Level** 7

Assumed Knowledge

Concurrent or previous study of foundational units in either counselling or art therapy Broad foundations and ethics of research

Prerequisite

101303.2 Art Therapy: Histories, Theories, Groups AND **102353.1** Foundations of Psychotherapy and Counselling 1

Special Requirements

Students must be enrolled in 4595 Master of Art Therapy

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This unit introduces art therapy students to an understanding of psychotherapy theory through the lens of contemporary art and the translation of foundational psychotherapy knowledge and skills into art therapy practice. This unit builds on the micro skills of counselling and psychotherapy learned in Foundations of Psychotherapy and Counselling 1, through the scaffolded introduction and practice of art therapy clinical skills during intensive group work supported by staff. The unit also offers an opportunity for students to demonstrate their

emerging understandings of art therapy by producing an artwork on a chosen aspect of the relationship between art and psychotherapy.

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

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In 2013 this unit replaced by 101889 - Integrated Project. 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.

102338.1 Intercultural Communication (PG)

Credit Points 10 **Level** 7

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This unit aims to develop the students' communicative competence in intercultural contexts, raise their awareness of issues in language use and socio-cultural dimensions, and equip them with the knowledge and skills necessary for intercultural communication. It also prepares students to critically analyse linguistic and cultural differences around them, appreciate linguistic and cultural diversity, and integrate the unit contents into their future careers (e.g. further studies or employment). It highlights the impact of intercultural communication in a range of real-life sectors, such as second language teaching and learning, translation and interpreting services, international business, tourism, community services, and organisational communication.

A7456.4 Interpreting and Translation Professional Practicum (PG)

Credit Points 10 **Level** 7

Assumed Knowledge

Students must be bilingual.

Prerequisite

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

Corequisite

100916.2 Legal Interpreting OR **100917.2** Specialised Translation (PG) OR **100922.2** Medical Interpreting (PG) OR **101482.3** Accreditation Studies OR **101750.2**

Translation Technologies (PG) OR **101827.3** Audiovisual Translation: Subtitling and Captioning OR **101845.1** Community and Social Services Translation (PG) OR **101868.1** Business Interpreting OR **102015.1** Interpreting Skills (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.

102015.1 Interpreting Skills (PG)

Credit Points 10 **Level** 7

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This is a pool unit in some postgraduate interpreting and translation 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), Spanish, Korean, Thai or Vietnamese.

101899.1 Introduction to Pedagogical Leadership

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1670 Bachelor of Education (Birth - 5 Years), 1691 Master of Teaching (Birth - 5 Years/ Birth - 12 Years), 1708 Bachelor of Arts (Pathway to

Teaching Birth - 5/Birth - 12) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

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Early childhood educators have a significant role in providing the pedagogical leadership required to deliver quality early childhood services for children and families. This unit introduces the concept of pedagogical leadership which is then explored further in other units in the course. In this unit students examine a range of theoretical perspectives and approaches to curriculum and analyse the ways different theories and approaches shape pedagogical practices. Students will have opportunities to research contemporary theories of early childhood education, reflect on their own beliefs and values, refine their personal philosophy of teaching and learning, and consider the implications for their future role as pedagogical leaders.

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, Spanish, Korean, Thai or Vietnamese.

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 provides a focused theoretical and research framework in the area of second language acquisition (SLA) from a psycholinguistic viewpoint. It widens the theoretical and methodological basis of those students intending to undertake further studies and/or research in the Linguistics and SLA area and also serves the language teachers interested in applying SLA-based knowledge to pedagogy and classroom research.

101802.1 Investigating with Mathematics, Science and Technology

Credit Points 10 **Level** 7

Equivalent Units

101104 - Mathematics, Science & Technology 0-8

Special Requirements

Students must be enrolled in an Education program and must have completed a Working with Children Check or Prohibited Employment Declaration.

This unit aims to develop students' 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 students' positive disposition towards teaching and applying mathematics, science and technology in diverse and multi-dimensional education settings for children aged birth to 12 years and develop students' pedagogical expertise in mathematics, science and technology in early childhood and primary school settings. It will also develop teaching practices in this area, including the use of relevant pedagogical approaches and the Early Years Learning Framework principles, practices and learning outcomes and the relevant Board of Studies syllabus documents that align with the Australian Curriculum.

101854.1 Language and Linguistics Research Methods

Credit Points 10 **Level** 7

Equivalent Units

A7444 - Language and Linguistics Research Methods

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.

101297.3 Languages and Linguistics Special Project

Credit Points 10 **Level** 7

Assumed Knowledge

The student should be familiar with research design and procedures, as taught in units such as 101854 Language and Linguistics Research methods or be concurrently undertaking a research method unit.

Equivalent Units

100720 - TESOL Dissertation, 100726 - TESOL Internship, A7526 - Languages and Linguistics Dissertation

Special Requirements

Students must be enrolled in course 1640 - Master of Arts Translation and Interpreting Studies, 1687 - Master of Arts (Research Studies)/PhD, 2724 - Graduate Certificate in Research Studies, 1777 Master of Interpreting and Translation or 1780 Master of Arts Interpreting and Translation Studies.

This unit provides the opportunity for students in postgraduate Interpreting and Translation and Research Studies programs to undertake an independent research project. The topics for the projects are related to their needs and interests in areas such as languages, linguistics, translation and interpreting studies or teaching related issues.

102108.1 Leadership and Management

Credit Points 10 **Level** 7

Equivalent Units

101630 Managing Child and Family Services

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/Birth-12 Years), 1670 Bachelor of Education (Birth – 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

In this unit students critically review the ethical, legal and professional accountabilities of early childhood teaching within a complex socio-political context. The conceptual frames of pedagogical and community leadership afford the opportunity to interrogate discourses associated with advocacy, leadership and management across a range of settings. Students will explore dimensions of effective leadership and management practices and consider the efficacy of new and emerging policies and resources in the field.

102392.1 Leadership in Organisations

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1792 Master of Social Work (Qualifying)

This unit focuses on leadership in human service organisations and the social and economic factors that influence and frame practice. Students in the unit will briefly review the contemporary political economic circumstances underpinning human services and the ongoing changes to policy and practice. The unit will examine the idea of what leadership is and present major leadership theories relevant to the human services. The content will address contexts of leadership including setting organisational culture, situational leadership in relation to practice and people, management and governance and leading through change. The unit will also examine trust, ethics and fairness in leadership and leadership in difficult circumstances. The emphasis of the unit will be to equip students with the means to describe, question and reshape leadership practice.

100701.1 Leadership, Mentoring and Professional Growth

Credit Points 10 **Level** 7

Becoming a professional is a complex and intricate process. Beyond adequate initial training (both theoretical and the implementation of theory into practice) it takes 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.

102161.1 Leading Change

Credit Points 10 **Level** 7

This unit explores change and leadership through a range of contexts. In this unit we critically analyse cultural, structural and political dimensions of change in organisations, systems and communities. This unit is grounded in leadership models that feature collaborative and relationship enhancing approaches to enable purposeful change.

102323.1 Leading Mathematics in the Primary School

Credit Points 10 **Level** 7

Assumed Knowledge

Students must have either completed all core mathematics units of the MTeach (Primary) program at UWS, or be a fully qualified primary teacher.

Special Requirements

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics or 1830 Graduate Certificate in Primary Mathematics Education

This unit provides an in-depth exploration of the required mathematics knowledge for primary teaching and for leading other teachers in their professional learning. Students will explore and further develop their pedagogical content knowledge, applying it to the primary mathematics curriculum. They will develop a deep understanding of specific mathematical content, the ways in which children learn that content and appropriate, research based pedagogies.

102158.1 Learning and Teaching in Challenging Contexts

Credit Points 10 **Level** 7

This unit involves the study of pedagogy in contexts regarded as challenging. The main focus will usually be on the contexts of school and early childhood, but alternative sites of education will also be studied as appropriate. The definition of a challenging context will be considered with an emphasis on contexts of poverty. The unit explores engaging pedagogies and unit will investigate specific dilemmas for education. The unit will be structured around dilemmas and specific provocations.

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 key postgraduate courses in 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, Spanish, Korean, Thai and Vietnamese.

101803.2 Literacy in the Early Years

Credit Points 10 **Level** 7

Corequisite

102101.1 Diverse Literacies

Equivalent Units

101106 - Literacy 0-8

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years) and must complete child protection requirements and Working with Children Check and anaphylaxis training.

In this unit students investigate processes of speaking, listening, reading, writing, viewing and representing and creative and critical thinking across the prior to school and primary school years. The unit includes a focus on strategies for supporting emergent literacy and for teaching beginning readers, including strategies for working with children who are learning Standard Australian English as an additional language or dialect. There is a strong focus on the role of the educator in assessing children's language and literacy learning and planning experiences and lessons that extend learning.

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 must be bilingual in the language combinations offered by the school.

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

102378.1 Major Research Project

Credit Points 40 **Level** 7

Prerequisite

102375.1 Research Methods in the Creative Arts AND **102376.1** Creativity: Theory and Practice AND **102377.1** Creative Arts Project, Seminar and Proposal

Special Requirements

Students must have completed: 102375 Research Methods in the Creative Arts (20cpts); 102376 Creativity, Theory and Practice (20cpts); 102377 Creative Arts Project, Seminar and Proposal (20cpts) and two 10cpt Master of Research electives.

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Students will work on a major project, demonstrating original, individual creative arts-based research in theoretical and/or practical areas, with topics decided in consultation with their supervisors. The major project provides opportunities to work closely with their supervisors. Students will develop detailed and sophisticated understandings, knowledge of research skills, writing practices, and analysis through the production of original work. Major research projects will take one of two forms: either a thesis; or a substantial body of creative practical work with an accompanying exegesis and documentation.

102151.1 Managing Challenging and Diverse Behaviour

Credit Points 10 **Level** 7

Equivalent Units

101028 - Behaviour Management

Special Requirements

Students must be enrolled in 1720 Master of Inclusive Education or 1721 Graduate Certificate in Inclusive Education and must complete a Prohibited Employment Declaration.

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This unit provides professionals with the skills to successfully and systemically manage challenging behaviours exhibited by individuals in classrooms, early childhood, or other educational settings. This unit will focus on managing critical features of the environment to encourage positive behaviours and prevent challenging behaviours from occurring. Intervention strategies are also

developed to address significant negative behavioural challenges when preventative measures are ineffective. Professionals will develop competencies in identifying and analysing problem behaviours and designing suitable management plans. Such skills will be helpful to either professionals working directly with individuals with additional needs, or as consultants supporting those who provide direct support to individuals with challenging and diverse behaviours.

101633.2 Managing Cities: History and Theory

Credit Points 10 **Level** 7

Equivalent Units

101310 - Metropolitan Structures: Cities in Transformation

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

102040.2 Master of Social Science Thesis

Credit Points 40 **Level** 7

Prerequisite

102175.1 Research in the Social Sciences AND **102179.1** Theories of the Social

Corequisite

102177.1 Advanced Social Research Methods

Special Requirements

Students must be enrolled in 1770 Master of Social Science or 1712 Master of Planning and have successfully completed 80 credit points including units 102175 Research in the Social Sciences & 102179 Theories of the Social.

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This yearlong unit requires the completion of a research thesis and associated activities. The purpose of this unit is the completion of a research study building on the research units so far completed in the core units of the Master of Social Science. Students will work with a supervisor to frame, conceptualise, conduct and complete a research study and present a final research thesis.

102255.1 Masters Project

Credit Points 40 **Level** 7

Incompatible Units

101839 - Masters Project

Special Requirements

Students must have successfully completed 80 credit points in the 1797 MA in Literature and Creative Writing or submit equivalent approved academic credit.

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The Masters Project is the culmination of the Master of Arts in Literature and Creative Writing. Students will build up to being able to complete a long written project. For many

students this will be a creative project (creative writing, or related media including music). This involves both the creative work (normally 11,000 words) along with an 'exegesis' that offers a critical overview of the ideas within it (4,000 words). Other students might choose to write a long critical essay in literary studies (15,000 words). There is no class work; rather, students work individually with a supervisor with significant expertise in the area in researching and writing their Project.

102401.1 Masters Project in Philosophy

Credit Points 40 **Level** 7

Special Requirements

Year 1 (coursework) of the MA in Continental Philosophy (80 cps)

In this unit, those enrolled in the MA in Continental Philosophy will write a minor thesis on a research question in philosophy. For this project, the students will be supervised by one or two members of staff working in philosophy.

102321.1 Mathematics for Contemporary Learners

Credit Points 10 **Level** 7

Assumed Knowledge

Students must have either completed all core mathematics units of the 1781 Master of Teaching (Primary) program at Western Sydney University, or be an accredited primary teacher.

Special Requirements

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics or 1830 Graduate Certificate in Primary Mathematics Education

In this unit students will explore issues relating to the teaching and learning of mathematics in the contemporary primary classroom. These issues will include promoting positive dispositions of learners, engaging pedagogies and developing creative and critical thinking for critical numeracy. Students will explore theory relating to the integration of information and communication technologies in the mathematics classroom including the development of teachers' Technological Pedagogical Content Knowledge (TPACK).

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.

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.

101423.3 Media Project Proposal

Credit Points 20 **Level** 7

Assumed Knowledge

Broad understanding of convergent media forms and processes.

Special Requirements

Students must be enrolled in a postgraduate degree.

This unit offers each student the opportunity to develop a detailed convergent media project proposal to the proof of concept/pilot stage in response to a chosen brief. Projects may be for television, online delivery or cross platform delivery. The project proposal will cover background research, precedent research and case studies, experience specification/treatment, production issues and pitch to industry professionals. The objective is to provide a detailed specification for the Media Project Production unit that follows.

100922.2 Medical Interpreting (PG)

Credit Points 10 **Level** 7

Equivalent Units

A7460 - Medical Interpreting

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.

101743.2 Mobile Media

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in a postgraduate course.

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

Assumed Knowledge

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

Prerequisite

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

Special Requirements

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

The study of motivation and emotion attempts to understand the reasons behind people's behaviours, thoughts, and feelings. In addition to being interesting in its own right, concepts of motivation and emotion are central to many other aspects of psychology. This unit therefore examines core research and theory in motivation and emotion, but also explores the topic's relationship with other areas of psychology, (such as learning theory, social psychology, personality, and cognition) and its relevance to central debates discussed throughout the discipline. Emphasis is placed upon the use of research to inform theory, and the application of theory in guiding psychological practice.

102283.1 Multicultural Nonverbal Communication

Credit Points 10 **Level** 7

This unit introduces students to the interdisciplinary fields of linguistics, communication and cultural semiotics. It builds links between these areas of studies and beyond, which provide students with knowledge of how human beings use nonverbal communication systems and channels to achieve effective communication in intercultural and multicultural contexts. This unit covers three key perspectives, including paralinguistics, proxemics and kinesics. Authentic audio and visual materials are used to facilitate students' awareness of the multidimensional process in which people communicate verbally and nonverbally simultaneously. It also helps enhance their sensitivity when they interact with people from diverse linguistic and cultural backgrounds.

100910.3 Music Therapy Method

Credit Points 10 **Level** 7

Equivalent Units

56152 - Professional Practice (PG)

Special Requirements

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

Music Therapy Method provides a background to the historical development and theoretical underpinnings of music therapy worldwide with an emphasis on Creative Music Therapy. Normal human development through the lifespan is looked at in depth paralleled with studies of developmental disability and other conditions. Culture, gender, race, legislation, religion and socio-economics are examined as they relate to the place of music therapy in society. The fundamental principles of self-care for music therapy practitioners and students are addressed.

100911.5 Music Therapy Professional Practice

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in enrolled in 1650 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.

101445.4 Music Therapy Skills 1

Credit Points 20 **Level** 7

Special Requirements

Students must be enrolled in 1650 Master of Creative Music Therapy. A Criminal Record Check application form must be completed by students who are going to be doing clinical placement/work experience/research in NSW Department of Health (NSW DOH) facilities only. Students must also complete and submit a Prohibited Employment Declaration. Students must be fully vaccinated to a level appropriate to the practicum workplace.

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).

101446.5 Music Therapy Skills 2

Credit Points 20 **Level** 7

Special Requirements

Students must be enrolled in 1650 Master of Creative Music Therapy. Criminal Record Check application (CRC) - this application form is to be completed by students who are going to be doing clinical placement/work experience/research in NSW Department of Health (NSW DOH) facilities only. When completing this form, students must also complete and submit a Prohibited Employment Declaration (PED). Students must be fully vaccinated to a level appropriate to the workplace.

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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).

100912.4 Music Therapy Theory and Practice 1

Credit Points 10 **Level** 7

Prerequisite

100910.3 Music Therapy Method

Special Requirements

Students must be enrolled in enrolled in 1650 Master of Creative Music Therapy. This unit is not available as an elective because of the specific nature of clinical work included in the program.

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This unit examines contemporary psychological theories underpinning different approaches to music therapy with the specific focus on their implications for Creative Music Therapy and students will conduct a literature review of one of these approaches. Musical language and clinical approach of Creative Music Therapy is discussed and the analysis of music for therapeutic purposes is explored. Students also receive an introduction to psychotherapy, music psychology, creative art therapies plus writing for clinical purposes.

100914.5 Music Therapy Theory and Practice 2

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in the 1650 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.

102181.2 Nation, Power and Difference

Credit Points 10 **Level** 7

Special Requirements

This unit is only available to Postgraduate students.

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This unit examines the concepts of nation, power and difference as part of understanding and engaging with difference and diversity. It begins with an examination of different theoretical perspectives on nation from Benjamin Anderson's Imagined Communities to the impact of current economic, technological and social changes such as the digital revolution in information technology, global financial crises and mass movement of peoples as a result of wars and other crises on the concept of the nation state. Building on this, the unit engages students in an exploration of differences and relations of power focussing on gender, sexuality, and race. Students will examine these relational concepts and the operation of power in the Australian context and have the opportunity within assignments to explore these differences in other nation states. The unit provides students with critical skills and knowledge to critique, engage and intervene in relations of difference in different social and political national contexts.

102082.1 Pedagogy for Positive Learning Environments

Credit Points 10 **Level** 7

Assumed Knowledge

An understanding of Adolescent Development

Prerequisite

102081.1 Adolescent Development and Teaching

Equivalent Units

101642 - Positive Learning Environments; 101397 - Psychology for Teaching

Special Requirements

Students must be enrolled in the 1714 Master of Teaching (Secondary)

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This unit is designed to promote the application and integration of current psychological and educational theory, evidence and best practice in creating positive learning environments for the purposes of learning, behaviour and wellbeing. A problem-based approach to learning and teaching is used employing case-based vignettes depicting various specific school-based behaviour management challenges. The unit is delivered by providing students with an unfamiliar problem, situation or task related to promoting students learning, positive behaviour and wellbeing. Students are required to determine for themselves how they will go about solving the problem. This occurs through small group work and self-directed research in which students are encouraged to utilise their prior knowledge in the topic area and identify the gaps in their knowledge as

they attempt to solve the problem whilst being supported by their tutor and peers.

102106.1 People, Place and Pedagogy

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

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This unit will provide students with the opportunity to explore key concepts of learning and teaching in the curriculum areas of social studies, history, geography, place studies, civics and citizenship, economics, sustainability and environmental education and Aboriginal and Torres Strait Islander studies in early childhood and primary education. The unit will encourage pre-service educators to develop their philosophy and practice of teaching and learning, particularly within the contexts of a rapidly changing and dynamic human global culture that has significant cultural, historical, social and environmental dimensions. The unit will cover a broad, complex and engaging field of study reflecting that people are social beings who interact with one another and with the natural and social environments through and over time. Theoretical perspectives, including Aboriginal and Torres Strait Islander perspectives, socio-cultural influences and place-based pedagogies will be investigated and relevant policy and regulation documents around risk, play and pedagogy will be examined.

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.

102166.1 Person-Centred Practice

Credit Points 10 **Level** 7

Assumed Knowledge

Professionals with teaching or other relevant qualifications.

Special Requirements

Students must be enrolled in a Postgraduate course.

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The shift in educational policy and legislation to one of inclusion has been accompanied by a move to models of service delivery which are person- and family-centred and which also recognise the need for tiers in intervention. Whilst the range of service delivery models currently operating across educational and community settings for varied levels of need and developmental stages will be explored and evaluated, emphasis will be given to person-centred practice. Through an analysis of the literature encompassing both evidence-based practice and practice-based evidence students will evaluate the implications of the model for individuals, families, teachers, other professionals, schools, services, their own practice and for systems practice.

102380.1 Philosophical Aesthetics

Credit Points 10 **Level** 7

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This unit involves study of aesthetics, which may include philosophical approaches to art and artistic genres such as literature and cinema, and to beauty itself. It will include an historical overview of the field, an analysis of one particular set of problems or debates, and a close examination of a specific school or thinker. It will explore concepts of aesthetic judgement and value, as well as the relationship between aesthetics and other aspects of philosophy.

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.

101895.1 Political Economy of Development

Credit Points 10 Level 7

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The unit introduces students to the main theories and the diverse political economy dimensions of development. It consists of three modules. The first deals with key concepts that interrogate the meaning of development, origins of prosperity and the concepts of poverty, inequality and redistribution, which are contentious in their applications to various groups. The second module examines core issues in the political economy of development, which include globalisation, foreign aid, democracy, conflict and the role of the state. The last module engages with pertinent case studies focusing on Asia, the Pacific as well as problems with development in the Western world.

102384.1 Political Philosophy

Credit Points 10 Level 7

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According to Aristotle's famous definition, the human is a political animal. Since the first theorization of the political in ancient Greek philosophy, politics has been thought from a variety of different angles. These range from traditional approaches such as the forms of government or the ways in which the sovereign can exercise power, to contemporary alternative approaches, such as theories of radical democracy which emphasize the participatory and agonistic aspects of the political. This unit will cover some fundamental texts and ideas in political philosophy.

102107.1 Practising Pedagogical Leadership

Credit Points 10 Level 7

Corequisite

102110.1 Professional Experience 3 - 5 Years OR
101624.1 Professional Portfolio 3: Management and Leadership

Equivalent Units

101099 - Engaging Children in Curriculum

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/Birth-12 Years), 1670 Bachelor of Education (Birth - 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). Students must have completed Child Protection and Working with Children Checks.

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Practising Pedagogical Leadership is a capstone unit for students in the Master of Teaching (Birth – 5 Years) and is undertaken in the same semester as Professional Experience 3-5 Years. In this unit students apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia and understandings of curriculum and pedagogy from other Master of Teaching units to design and implement interest-based projects and integrated curriculum. The focus is on curriculum that connects to children's social worlds and facilitates children's in-depth investigations, creativity and critical thinking. Students will

also develop their research skills by engaging in research into their own teaching practices.

102358.1 Practising Research and Researching Practice

Credit Points 10 Level 7

Assumed Knowledge

Concurrent or previous study of at least one first year postgraduate unit in counselling or art therapy theory and practice.

Prerequisite

102357.1 Ethics and Diversity in Research and Therapy

Equivalent Units

102177 - Advanced Social Research Methods

Special Requirements

Must be enrolled in 4595 Master of Art Therapy or 1817 Master of Psychotherapy and Counselling.

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This unit equips Therapy Studies students with the conceptual frameworks and skills needed to conduct basic research in the areas of counselling, psychotherapy and the art therapies. The question 'How do we know what we know?' becomes the connecting thread throughout an introduction to quantitative, qualitative and mixed method approaches to practitioner research. Building on considerations from the prerequisite unit 102357 Ethics and Diversity in Research and Therapy and complementing the project-based unit 102178 Critical and Creative Enquiry, students will develop their understanding of research as a scholarly, professional, social and intersubjective practice. They will learn to generate answerable research questions and a coherent research proposal within appropriate intellectual and methodological frameworks.

101585.2 Primary Creative Arts

Credit Points 10 Level 7

Assumed Knowledge

Basic computer literacy skills.

Special Requirements

Students must be enrolled in the Master of Teaching (Primary).

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This unit introduces students to pedagogical theory and practices in the five diverse art forms of Dance, Drama, Music, Media Arts and Visual Arts in the primary classroom. Reflection on students as arts learners and educators and on children's learning in the arts provides a foundation for becoming a reflective practitioner. Students will explore the theory and practice of the arts in the education process of children through practical and online experiences. The unit provides practical knowledge, skills and understandings of the importance of all five art forms both as powerful teaching and learning strategies across the primary curriculum and as the creative arts in their own right for pre-service teachers.

101579.2 Primary English and Literacy 1

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary).

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This unit is designed to explore key concepts associated with the teaching of the English Key Learning Area in the K-6 years, set in the broader context of a contemporary new literacies environment. It will examine the processes involved in the teaching of oracy and reading with a focus on traditional print-based literacies and multiliteracies. Students will investigate the teaching and learning of oracy and reading of a range of factual and literary texts, involving every day 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. Students will develop skills in pedagogy and practice within the area of K-6 English.

101586.2 Primary English and Literacy 2

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1663 Master of Teaching (Primary), 1691 Master of Teaching (Birth-12 Years), 1781 Master of Teaching (Primary), 1782 Graduate Diploma in Educational Studies (Primary) or 1783 Master of Teaching (Birth - 5 Years/Birth - 12 Years).

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This unit is designed to provide a comprehensive account of the teaching of spoken, written and multimodal texts in the primary years of schooling. Students gain an understanding of different theories related to producing texts in a range of modes for different purposes. They investigate a range of written and multimodal genres, their textual structures and grammar and learn to apply these in planning and teaching in mainstream, English as an Additional Language or Dialect (EAL/D) and Aboriginal and Torres Strait Islander contexts, gaining a critical awareness of varying pedagogic approaches. Students will develop skills in pedagogy and practice, including next practice, within English & Literacy for K-6 students. The knowledge and skills developed in the other units of study in the course can be applied in this unit and Professional Practice units.

102072.1 Primary Health and Physical Education

Credit Points 10 **Level** 7

Equivalent Units

101576 - Primary Personal Development, Health and Physical Education

Special Requirements

Students must be enrolled in the 1663 or 1781 Master of Teaching (Primary).

This unit is designed to explore the content and pedagogies of Health and Physical Education (HPE) in the NSW primary curriculum. Students will develop an experiential understanding of the pedagogy of HPE. The knowledge and skills developed in the other units of study in the course can be applied in this unit and Professional Experience units. In this unit students will also continue to develop their research skills. This unit aims to develop teachers who demonstrate empathy with diverse groups of student learners and commitment to socially just schools and classrooms.

101582.2 Primary Human Society and its Environment

Credit Points 10 **Level** 7

Special Requirements

NOTE - For Students enrolling in 2H 2015: Only 1651 Bachelor of Arts (Pathway to Primary Teaching) students who are in their final semester on Banskdown campus can enrol in the unit in 2H 2015. Students in course 1781 M. Teach (Primary) can choose an alternative unit, such as 102072 Primary Health and Physical Education, 101585 Creative Arts, 101583 Primary Science and Technology. Students must be enrolled in Master of Teaching (Primary) or Bachelor of Arts (Pathway to Primary Teaching) and have successfully completed 160 credit points.

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Human Society and Its Environment focuses on History, Geography, Civics and Citizenship and three cross-curriculum priority areas in: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; and Sustainability. As a key learning area in the K-6 curriculum HSIE provides opportunities for students to develop knowledge, understanding and skills in the subject matter, as well as proficiency in teaching inquiry learning approaches. Key concepts of changes in family history, local history, and Australia's history and understanding Australia as a Nation are explored. In Geography, concepts that develop a sense of curiosity about environments, peoples, cultures and place, in both Australia and the world are a priority. In Civics and Citizenship, the focus is on relationships between the individual and the state, and the values and mutual responsibilities, and obligations for civil, political and social participation in Australian society. The unit emphasises pedagogy and unit learning design that integrates the three priority areas and general capabilities in the context of broader HSIE content, engages diverse groups of learners, develops deep understandings and prepares students to become informed and active citizens who contribute to the quality of Australian society and its environment.

101580.2 Primary Mathematics and Numeracy 1

Credit Points 10 **Level** 7

Equivalent Units

101290 - Investigating Primary Mathematics

Special Requirements

Students must be enrolled in 1663 Master of Teaching (Primary), 1691 Master of Teaching (Birth – 12 Years),

1781 Master of Teaching (Primary) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years)

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This unit is designed to familiarise students with current NSW Syllabus and begin their development of how children learn major concepts in primary mathematics. By engaging with this unit, students will have the opportunity to investigate the requirements of the NSW Syllabus for the Australian Curriculum: Mathematics K-10 syllabus (for K-6) and develop a deep understanding of how to teach mathematical concepts in the primary classroom. Students will explore all strands of the syllabus and gain an understanding of the learning continuum undertaken by children relating to each specific content area of the syllabus.

101584.2 Primary Mathematics and Numeracy 2

Credit Points 10 **Level** 7

Prerequisite

101580.1 Primary Mathematics and Numeracy 1

Special Requirements

Students must be enrolled in 1663 Master of Teaching (Primary), 1691 Master of Teaching (Birth - 5 Years/Birth - 12 Years) or 1781 Master of Teaching (Primary)

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This unit builds on the unit Primary Mathematics and Numeracy 1 and assumes students have gained familiarity with the knowledge, skills and understandings children require across all strands of the NSW Syllabus for the Australian Curriculum: Mathematics K-10 Syllabus (for K-6). In this unit students develop their understanding of primary mathematics, with a strong emphasis on aspects of teaching such as student engagement, assessment, differentiation for diversity and the integration of technology. By engaging with this unit, students will have the opportunity to experience, plan and assess a broad range of practices to enhance student outcomes and improve student engagement with mathematics.

102073.2 Primary Professional Practice 1

Credit Points 10 **Level** 7

Corequisite

102076.1 Teaching and Learning in Classrooms

Equivalent Units

101289 - Professional Practice I

Special Requirements

students must be enrolled in 1663 or 1781 Master of Teaching (Primary). 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working with Children Check number to the School of Education to facilitate

processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Primary).

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This unit is designed to introduce student teachers to the philosophical, ethical, practical and pedagogical perspectives of becoming a teacher in the primary school context. This unit incorporates a 25 day professional experience which gives student teachers the opportunity to explore the relationship between practical and theoretical knowledge of teaching. The professional experience will focus on student teachers' planning for effective learning; understanding how students learn; communicating effectively with their students; and maintaining a supportive, safe and challenging learning environment through the use of classroom management skills (Australian Professional Standards for Graduate Teachers: Standards 1, 2, 3 & 4). Students will develop an understanding of the interrelationship between quality teaching dimensions and management of the classroom learning community. 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. Students must satisfactorily complete the School of Education Academic Literacy Assessment, child protection training and Working with Children check, and obtain anaphylaxis certification prior to placement in a primary school. Students must also meet the Inherent Requirements of the Master of Teaching (Primary), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_primary.

102074.2 Primary Professional Practice 2

Credit Points 10 **Level** 7

Prerequisite

102073.1 Primary Professional Practice 1

Corequisite

102075.1 Researching and Developing Engaging Pedagogies

Equivalent Units

101288 - Professional Practice 2

Special Requirements

Students must be enrolled in 1781 Master of Teaching (Primary). 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a

Working with Children Check number. iii. Submit the letter with a valid Working with Children Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Primary). 5. Students must satisfactorily complete the national Literacy and Numeracy test prior to undertaking Professional Experience placement.

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Students will participate in a 30 day professional experience set in the context of their future profession and under the supervision of qualified teachers. 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 student learning outcomes as well as address the Australian Professional Standards for Graduate Teachers (Standards 1, 2, 3, 4, 5, 6 and 7). The unit also gives students opportunities to reflect on the processes involved, and refine their competencies as beginning teachers under the supervision of qualified teachers. The unit 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. Students must have satisfactorily completed Primary Professional Practice 1, the School of Education Academic Literacy Assessment, child protection training and Working with Children check, and obtained anaphylaxis certification prior to enrolment in this unit. Students must also meet the Inherent Requirements of the Master of Teaching (Primary), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_primary.

101583.2 Primary Science & Technology

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in the 1663 Master of Teaching (Primary), 1691 Master of Teaching (Birth-12 Years), 1781 Master of Teaching (Primary), 1782 Graduate Diploma in Educational Studies (Primary) or 1783 Master of Teaching (Birth - 5 Years/Birth - 12 Years).

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This unit will focus on developing scientific and technological pedagogical content knowledge appropriate for teaching science and technology for students in the K-6 years. It models appropriate pedagogical and pedagogical content knowledge. Students use collaborative social learning situations to develop content knowledge, along with interpersonal and communication skills. The pedagogies modelled will be inclusive and demonstrate how scientific and technological learning experiences can be developed to cater for the needs of the diverse groups of student learners in primary schools. Students learn about

engaging science and technology activities that empower primary school students and create futures for students where the capacity to engage with and critically evaluate scientific and technological activity will become increasingly necessary. Students focus on themselves as learners and reflect on the implications of their learning and the learning of others in their future professional practice.

102168.1 Principles and Practices of Evaluation

Credit Points 10 **Level** 7

Equivalent Units

101659 - Evaluating Learning Programs

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This unit provides opportunities to examine and apply evaluation strategies to assess and evaluate learning, educational and social programs and policies. Theories drawn from evaluation will be used to assist students to develop evaluative frameworks and approaches to critically evaluating programs.

102153.1 Professional Experience (Additional Needs)

Credit Points 10 **Level** 7

Assumed Knowledge

Must be a qualified teacher

Equivalent Units

101073 - Professional Practice in Context

Special Requirements

Students must be enrolled in 1720 Master of Inclusive Education and have successfully completed at least 40 credit points. 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number. Students will need to: i. Access the NSW Office of the Children's Guardian website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail of a Working with Children Check number. iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Callista as a Special Requirement. Where students already have a current Working with Children Check evidence of this must be submitted as above. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection training will need to withdraw from the unit. Students who have current Child Protection Certification must also present this when presenting their Working with Children Check. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. 4. Students must meet the Inherent Requirements for the Master of Inclusive Education.

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This unit provides students with an opportunity to apply the knowledge and skills about teaching students with additional needs to a real-life classroom. In turn, this authentic learning experience enriches their future

professional growth and capacity to support individuals with additional needs. Students complete a practicum and, where appropriate, a series of field visits and observations, within an educational setting, that supports individuals with additional needs. The placement will be completed in the student's area of specialisation in an early childhood, primary, secondary or other relevant setting. Students are able to demonstrate a range of skills in planning, implementing and evaluating educational programs for students with additional needs that optimise learning outcomes and inclusion.

102110.1 Professional Experience 3 - 5 Years

Credit Points 10 **Level** 7

Prerequisite

102109.1 Professional Experience Birth - 2 Years

Corequisite

102107.1 Practising Pedagogical Leadership

Equivalent Units

101108 - Early Childhood Professional Experience 2

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth – 5 Years / Birth – 12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working with Children Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years).

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In this unit students engage in critical reflection as they apply knowledge of and develop skills in pedagogical leadership during a 35 day placement with children aged 3 - 5 years. Students will work collaboratively with setting staff and families to implement an integrated curriculum that engages children, facilitates in-depth investigation and critical thinking, and connects to children's social worlds. The unit requires students to apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia to design, implement and evaluate innovative, inclusive and meaningful learning environments. Students must have satisfactorily completed Professional Experience Birth – 2 Years, the School of Education Academic Literacy

Assessment Task, child protection training and Working with Children check, and obtained anaphylaxis certification before enrolling in this unit. Students must also meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth – 12 Years), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_years/birth_to_12_years. The unit Practising Pedagogical Leadership must be completed in the same semester as Professional Experience 3-5 Years.

102109.1 Professional Experience Birth - 2 Years

Credit Points 10 **Level** 7

Prerequisite

102104.1 Theorising Play

Equivalent Units

101107 - Early Childhood Professional Experience 1

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years / Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working with Children Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years).

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This unit has a strong focus on supporting children's health and wellbeing through the building of relationships with children, staff, and children's families. Students apply their knowledge of work health and safety and the Australian Children's Education and Care Quality Authority's National Quality Standard as they complete a 10 day placement with children under the age of two years and a further 15 days of placement with children two to three years of age. Students have the opportunity to document and assess children's learning and to apply knowledge of curriculum and pedagogy to plan innovative and engaging learning experiences that respond to children's family and community experiences and funds of knowledge. Students must satisfactorily complete the School of Education Academic Literacy Assessment, child protection training, and Working with Children check, obtain anaphylaxis certification prior to undertaking visits to the early childhood

setting and also meet the Inherent Requirements of the Master of Teaching (Birth – 5 Years / Birth – 12 Years), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years.

102111.1 Professional Experience K - 6

Credit Points 10 **Level** 7

Prerequisite

102110.1 Professional Experience 3 - 5 Years

Equivalent Units

101604 - Primary Professional Experience

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth – 5 Years / Birth – 12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working with Children Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years). 5. Students must satisfactorily complete the national Literacy and Numeracy test prior to undertaking Professional Experience placement.

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This unit provides students with a professional experience in a primary school, building on their prior experience in early childhood and community-based settings. The professional experience component of this unit consists of 20 days in a K-2 classroom and 20 days in a Year 3-6 classroom. Students will link theory and practice while exploring issues involved in understanding the needs of learners within specific school and classroom contexts. Students will design and teach experiences, lessons and units of work in ways that enhance student engagement and learning outcomes, and make relevant links with Board of Studies syllabus documents that align with the Australian Curriculum. This professional experience unit supports students to meet the Australian Professional Standards for graduate teachers by focusing on developing professional knowledge, practice and engagement in the primary school context. The unit also gives students opportunities to reflect on their own teaching and learning, and to develop professional goals. Students must have satisfactorily completed the School of Education Academic Literacy

Assessment, child protection training and Working with Children check, and obtained anaphylaxis training certification prior to enrolment in this unit. Students must also meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth – 12 Years), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years.

101818.4 Professional Placement 1

Credit Points 0 **Level** 7

Assumed Knowledge

Readiness for external placement as assessed in Clinic Placement A in The University's Psychology Clinic

Prerequisite

101815.2 Clinic Placement A

Equivalent Units

100804 - Psychology Placement 2

Special Requirements

Students must be enrolled in courses 1546 Master of Psychology (Clinical Psychology), 1812 Master of Clinical Psychology or 1814 Master of Professional Psychology. Students are required to be registered with the Psychology Board of Australia and to undertake a placement in a NSW Health facility during the period of their enrolment in the course and so must also meet the special requirements as stipulated by NSW Health and Psychology Board of Australia. At present, these include: • Submitted a Student Undertaking Form and have received a National Police Certificate • submitted a Working with Children Check Student Declaration • Child Protection Training • Registration as a Provisional Psychologist with Psychology Board of Australia. • Any other requirement introduced by the Psychology Board of Australia or NSW Health in order to undertake placements as part of a post-graduate training program. Note: Pre-requisite does not apply for students enrolled in 1814 Master of Professional Psychology.

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Placements allow students to gain knowledge and skills in assessment, therapy and professional conduct. Each student must undertake 1000 hours of supervised placements to obtain full registration. For Master of Clinical Psychology students, this will be divided into 4 placements: the first within the University Psychology Clinic and the remaining external placements are organised by the University. For Master of Professional Psychology (MPP) students, a 300 hour placement is organised through the university. MMP students are responsible for obtaining the remaining 700 hours following the completion of their year of study. There are inherent requirements related to each of the above degrees.

101819.3 Professional Placement 2

Credit Points 0 **Level** 7

Assumed Knowledge

Readiness for external placement as assessed in Clinic Placement A in The University's Psychology Clinic

Prerequisite

101815.1 Clinic Placement A

Equivalent Units

100805 - Psychology Placement 3

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology), 1545 Master of Psychology (Educational & Developmental), 1547 Master of Psychology (Forensic) or 1812 - Master of Clinical Psychology. Students are required to be registered with the Psychology Board of Australia and to undertake a placement in a NSW Health facility during the period of their enrolment in the course and so must also meet the special requirements as stipulated by NSW Health and Psychology Board of Australia. At present, these include: • Submitted a Student Undertaking Form and have received a National Police Certificate • submitted a Working with Children Check Student Declaration • Child Protection Training • Registration as a Provisional Psychologist with Psychology Board of Australia. • Any other requirement introduced by the Psychology Board of Australia or NSW Health in order to undertake placements as part of a post-graduate training program.

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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. Attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to develop their clinical and professional skills.

101820.3 Professional Placement 3

Credit Points 0 **Level** 7

Assumed Knowledge

Readiness for external placement as assessed in Clinic Placement A in The University's Psychology Clinic

Equivalent Units

101240 - Master of Psychology Placement

Special Requirements

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology), 1545 Master of Psychology (Educational & Developmental), 1547 Master of Psychology (Forensic) or 1812 - Master of Clinical Psychology. Students are required to be registered with the Psychology Board of Australia and to undertake a placement in a NSW Health facility during the period of their enrolment in the course and so must also meet the special requirements as stipulated by NSW Health and Psychology Board of Australia. At present, these include: • Submitted a Student Undertaking Form and have received a National Police Certificate • submitted a Working with Children Check Student Declaration • Child Protection Training • Registration as a Provisional Psychologist with Psychology Board of Australia. • Any other requirement introduced by

the Psychology Board of Australia or NSW Health in order to undertake placements as part of a post-graduate training program.

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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. Attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to develop their clinical and professional skills.

102163.1 Professional Project

Credit Points 10 **Level** 7

Prerequisite

101656.1 Researching Practice

Equivalent Units

101657 - Independent Studies – Practice in Context

Special Requirements

Students must be enrolled in 1726 Master of Education (Leadership), 1720 Master of Inclusive Education or 1723 Master of Education (Social Ecology). Students enrolled in Graduate Certificates in School of Education courses are not permitted to enrol in this unit.

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Professional project 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 as they implement a practice-based research-informed project within their own areas of specialisation. Students will be required to consult, present 'work in progress' and prepare a final report for a suitable audience.

101105.3 Prosocial Learning Environments

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled 1691 Master of Teaching (Birth – 5 Years / Birth – 12 Years), 1670 Bachelor of Education (Birth – 5 Years) or 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years).

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Educators have a key responsibility for guiding and leading children in the development of self-discipline, moral autonomy, and a sense of social belonging and wellbeing while acknowledging developmental needs, pluralistic community values, expectations, standards, norms and rules. Despite increased knowledge of 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, to reflect on the impact of these approaches on children's development and learning, and to critically evaluate their personal and professional dispositions regarding behaviour and guidance. The unit also focuses on the design of learning environments that promote engaged learning and a positive physical and socio-emotional climate.

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) or 1812 - Master of 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 therapeutic interventions, evaluate the effectiveness of CBT across a number of psychological problems in diverse clinical contexts, and provide an update of recent developments as they apply to clinical practice.

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 or 1812 - Master of 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.

101184.3 Psychology: Human Behaviour

Credit Points 10 **Level** 1

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

102362.1 Psychopathology: Theory and Practice

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1814 Master of Professional Psychology.

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This unit provides an examination of the range of typical psychopathologies that present for psychological treatment. Students will critically evaluate the common diagnostic systems of adult psychopathology, and examine the diagnostic criteria for a range of major psychopathological syndromes. The unit will equip students with the skills of diagnostic assessment and the student will be able to construct a case formulation to diagnose a range of psychological disorders.

102202.1 Religion and Law in Contemporary Public Discourse

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate degree or equivalent.

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Debates over the role of religion as well as religious law in the public sphere have been ongoing themes in recent decades in many countries. Religion and law are two important yet rival sources of normative reasoning of public order in which they are constitutive, regulative and coercive forces. The unit introduces students to various understanding of the interrelations between religion and law in the societal and individual domains of the public sphere; and reflects on the contentious nature of the relationships given sensitive issues such as religious education, equal marriage, abortion, human rights. In the first part of the unit, students study the relationship between law and religion in various faiths such as Judaism, Christianity, Islam and Hinduism. The second part examines how different religious traditions interact and intersect with different legal traditions (common and civil law system) in a range of countries (for example Australia, UK, Israel, Indonesia, India, Iran).

102100.1 Research and Professional Practice

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years)

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This unit aims to develop students' capacity to reflect on and develop their teaching practice and professional identity as practitioner researchers. Vital to this process is the capacity to use research to interpret current educational contexts and the implications for their role as teachers. Students will explore research processes including data collection, analysis techniques and the processes that experienced researchers take in order to ensure their research is valid, reliable, ethical, useful and socially responsible. Contemporary theories as well as social, cultural, economic and political structures important to the role and work of teachers will also be critically reviewed. In this unit students will challenge established, historical conceptualisations of 'teacher' to develop their own understanding of this role in contemporary, early childhood and primary education contexts.

102175.1 Research in the Social Sciences

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate degree in the Social Sciences or equivalent.

Equivalent Units

101887 - Research for Practice

Special Requirements

Students must be enrolled in a postgraduate course.

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In 2016 this unit replaced by 102357 - Ethics and Diversity in Research and Therapy. This unit provides foundational information for research in the Social Sciences including contemporary developments such as eResearch. It introduces the key research concepts of epistemology, ethics, theory and methodology drawing on different fields of studies within the Social Sciences. The unit canvasses critical debates and approaches to research in the Social Sciences. Further, it provides students with tools for critical analysis of the processes by which knowledge is created through research and the purposes to which knowledge is applied in the Social Sciences. Finally, the unit explores the role of research in generating bodies of knowledge in preparation for Advanced Social Research Methods.

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

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In 2013 this unit replaced by 101887 - Research for Practice. 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.

102375.1 Research Methods in the Creative Arts

Credit Points 20 **Level** 7

Special Requirements

Successful completion of undergraduate degree and formal acceptance into the Master of Arts (Creative Arts).

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This unit investigates conceptual and theoretical models used in Creative Arts Research. It introduces students to a variety of important methodologies, including empiricism, experimentation, practice-based research, performativity-as-method, and narrative inquiry. It will also focus on writing as a creative praxis that has an important relationship to all the creative arts. Methodologies will be explored through the analysis of various theoretical and conceptual models that are applied in and produced through creative work. The unit will include a variety of strategies for analysing and documenting creative work, including observation, participation, reflection and representation. It will also examine the divisions between theory and practice, asking whether theory is in itself a practice that empiricism describes. It will look at the conditions under which creative arts research is produced, exploring its meanings, effects and affects.

100983.4 Research Methods Seminar

Credit Points 20 **Level** 5

Assumed Knowledge

Undergraduate units in research methods for psychology including an advanced research methods unit.

Equivalent Units

100487 - Empirical Research Methods Seminar

Special Requirements

This unit is restricted to students enrolled in courses 1796 Graduate Diploma of Psychology, 1504 Bachelor of Arts (Psychology) Honours, or to students enrolled in 1500 Bachelor of Psychology who have completed 240 credit points.

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The aim of this unit is to develop students' awareness, understanding, and critical appreciation of the research process; epistemological frameworks of research; the appropriate interpretation of research data; ethical issues in the conduct of research; and the social, economic, and political context of research. Skills will be developed in the use of quantitative and qualitative research designs, methods, and analysis techniques to address research questions in psychology and the behavioural sciences.

102382.1 Research Project in Philosophy

Credit Points 10 **Level** 7

Research Project in Philosophy develops research techniques, understanding of methodologies, and procedures in planning and drafting a philosophical project. Through identifying contemporary issues and questions suitable for graduate-level research. Students will each develop an individual written project that articulates a coherent philosophical perspective. The aim of the unit is to develop students' understanding of philosophical vocabularies, specific discourses, and logics as they pertain to a particular philosophical issue or problem that they will address in writing.

102075.1 Researching and Developing Engaging Pedagogies

Credit Points 10 **Level** 7

Prerequisite

102076.1 Teaching and Learning in Classrooms

Corequisite

102074.1 Primary Professional Practice 2

Special Requirements

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary).

The unit develops students' pedagogy through reflective practice. It reviews theories which apply to the study of engaging practices in diverse professional contexts, with a special focus on working with students from low socio-economic backgrounds, Aboriginal and Torres Strait Island learners and students who have English as an additional language or dialect (EAL/D). It challenges students to inquire into and reflect upon their professional practice and develop engaging classroom pedagogies and assessment practices. Students will focus on and research a specific aspect of their teaching practice related to the concept of 'engagement' and critically reflect upon their own learning. The unit extends students' understanding of the processes and uses of participatory action research (e.g. through the use of peer planning, focus groups and peer assessment). In the process, students will take responsibility for translating syllabus documents into meaningful, valuable and productive teaching and learning experiences for a diversity of students.

101962.1 Researching Convergent Media

Credit Points 10 **Level** 7

Equivalent Units

101793 - Methods and Case Studies in Convergent Media

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. The case studies and topics covered vary from semester to semester and can include iTV, digital games, community media, digital arts, activist networks, social media and cross platform projects.

101656.2 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.

102097.1 Researching Teaching & Learning 2

Credit Points 10 **Level** 7

Prerequisite

102096.1 Researching Teaching and Learning 1

Special Requirements

Successfully completion of 90 credit points in the 1714 Master of Teaching (Secondary).

This unit provides an opportunity for students to engage with literature on a particular aspect of a research topic and design a research project in a team. Students will: locate and select relevant research literature to investigate a particular research question; analyse key ideas, assumptions and domains of knowledge in the literature around that question; identify appropriate research methods and designs for answering it; critically apply appropriate

forms of data collection and data analysis to that research design, and develop research findings into an informed discussion linking to broader academic conversations around the field being researched.

102096.1 Researching Teaching and Learning 1

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in the 1714 Master of Teaching (Secondary).

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This unit builds on the premise that in contemporary education environments teachers continue to develop their professional knowledge and practice through their engagement in reflective inquiry. The capacity to read and make sense of research is an important professional attribute for teachers interested in sustainable practices, engaged inquiry learning by adolescents, and diversity, social justice and equity. The unit provides pre-service teachers with a starting point and practical insights into the day-to-day decision making of educators. The content will follow the order and logic that experienced researchers take in order to ensure quality in their research, and also to ensure that it is valid, reliable, ethical, useful and socially responsible. Given the professional skills required by teachers, the unit pays particular attention to the elements involved in action research.

102259.1 Search (Translation)

Credit Points 10 **Level** 7

Equivalent Units

101837 - Search

Special Requirements

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

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The movement and migration of people and identities across different constituencies necessitates a crossing over of grammar, vocabulary and meaning-making. 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 searching or quest (for meaning and understanding) as a point of reference.

101824.3 Second Language Assessment and Testing

Credit Points 10 **Level** 7

Assumed Knowledge

Knowledge of Language teaching methodology and curriculum development

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.

102087.1 Secondary Curriculum 1A

Credit Points 10 **Level** 7

Assumed Knowledge

Students will be expected to have completed at least two-thirds of the NSW Institute of Teachers first teaching area requirement (a minimum of six relevant undergraduate/postgraduate units with no more than two units at level 1 and at least two units at level 3).

Equivalent Units

101398 - Secondary Method 1A

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and must have successfully completed 20 credit points.

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All students seeking a first secondary teaching area qualification must complete this Years 7-10 teaching methodology unit. The unit will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge. The specifics of the relevant NSW Board of Studies Years 7-10 Syllabus and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying engaged inquiry teaching within the specific secondary subject, on creativity and quality teaching outcomes, on innovative course, unit and lesson planning and on the role of student data in authentic and appropriate assessment practices. Opportunities for investigation and discussion of current research particularly related to sustainability and diversity in the teaching of the specific subject area will be important.

102088.1 Secondary Curriculum 1B

Credit Points 10 **Level** 7

Assumed Knowledge

Students will be expected to have completed at least one-half of the NSW Institute of Teachers second teaching area requirement (a minimum of four relevant undergraduate/postgraduate units with no more than two units at level 1).

Equivalent Units

101399 - Secondary Method 1B

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and must have successfully completed 20 credit points.

All students seeking a second secondary teaching area qualification must complete this Years 7-10 teaching methodology unit. The unit will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge. The specifics of the relevant NSW Board of Studies: Years 7-10: Syllabus and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying engaged inquiry teaching within the specific secondary subject, on creativity and quality teaching outcomes, on innovative course, unit and lesson planning and on the role of data in authentic and appropriate assessment practices. Opportunities for investigation and discussion of current research particularly related to sustainability and diversity in the teaching of the specific subject area will be important.

102089.1 Secondary Curriculum 1C

Credit Points 10 **Level** 7

Assumed Knowledge

Students will be expected to have completed at least one-half of the NSW Institute of Teachers second teaching area requirement (a minimum of four relevant undergraduate/postgraduate units with no more than two units at level 1).

Equivalent Units

101400- Secondary Method 1C

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and must have successfully completed 20 credit points.

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All students seeking an additional secondary teaching area qualification must complete this Years 7-10 teaching methodology unit. The unit will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge. The specifics of the relevant NSW Board of Studies Years 7-10 Syllabus and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying engaged inquiry teaching within the specific secondary subject, on creativity and quality teaching outcomes, on innovative course, unit and lesson planning and on the role of data in authentic and appropriate assessment practices. Opportunities for investigation and discussion of current research particularly related to sustainability and diversity in the teaching of the specific subject area will be important.

102090.1 Secondary Curriculum 2A

Credit Points 10 **Level** 7

Assumed Knowledge

Students will be expected to have completed at least two-thirds of the NSW Institute of Teachers first teaching area requirement (a minimum of six relevant undergraduate/postgraduate units with no more than two units at level 1 and at least two units at level 3).

Equivalent Units

101401 - Secondary Method 2A

Special Requirements

Students must be enrolled in the 1714 Master of Teaching (Secondary) and have successfully completed 20 credit points.

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All students seeking a first secondary teaching area qualification must complete this Years 11-12 teaching methodology unit. The unit will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge. The specifics of the relevant Board of Studies NSW Years 11-12 Syllabus and links with the Years 7-10 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying engaged inquiry teaching within the specific secondary subject, on creativity and quality teaching outcomes, on innovative course, unit and lesson planning and on the role of student data in authentic and appropriate assessment practices. Opportunities for investigation and discussion of current research particularly related to sustainability and diversity in the teaching of the specific subject area will be important.

102091.1 Secondary Curriculum 2B

Credit Points 10 **Level** 7

Assumed Knowledge

Students will be expected to have completed at least one-half of the NSW Institute of Teachers second teaching area requirement (a minimum of four relevant undergraduate/postgraduate units with no more than two units at level 1).

Equivalent Units

101402 Secondary Method 2B

Special Requirements

Students are required to have completed 20 Credit Points and Must be enrolled in the 1714 Master of Teaching (Secondary).

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All students seeking a second secondary teaching area qualification must complete this Years 11-12 teaching methodology unit. The unit will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge. The specifics of the relevant Board of Studies NSW Years 11-12 Syllabus and links with the Years 7-10 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying engaged inquiry teaching within the specific secondary subject, on creativity and quality teaching outcomes, on innovative course, unit and lesson planning and on the role of student data in authentic and appropriate assessment practices. Opportunities for investigation and discussion of current research particularly related to sustainability and diversity in the teaching of the specific subject area will be important.

102092.1 Secondary Curriculum 2C

Credit Points 10 **Level** 7

Assumed Knowledge

Students will be expected to have completed at least one-half of the NSW Institute of Teachers second teaching area requirement (a minimum of four relevant undergraduate/postgraduate units with no more than two units at level 1).

Equivalent Units

101403 - Secondary Method 2C

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and must have successfully completed 20 credit points.

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All students seeking an additional secondary teaching area qualification must complete this Years 11-12 teaching methodology unit. The unit will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge. The specifics of the relevant Board of Studies NSW Years 11-12 Syllabus and links with the Years 7-10 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying engaged inquiry teaching within the specific secondary subject, on creativity and quality teaching outcomes, on innovative course, unit and lesson planning and on the role of student data in authentic and appropriate assessment practices. Opportunities for investigation and discussion of current research particularly related to sustainability and diversity in the teaching of the specific subject area will be important.

102093.1 Secondary Professional Practice 1

Credit Points 10 **Level** 7

Corequisite

102087.1 Secondary Curriculum 1A OR **102090.1** Secondary Curriculum 2A

Equivalent Units

101074 - Professional Experience I

Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and must have successfully completed 40 credit points. 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working with Children Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child

Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Secondary).

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Secondary Professional Practice 1 is the first Professional Practice unit of the Master of Teaching (Secondary). This unit incorporates a 30-day placement in a secondary school. It is designed to introduce all Pre-service Teachers to the philosophical, ethical, practical and pedagogical perspectives of becoming a teacher in diverse, contemporary educational settings. The unit requires Pre-service Teachers to develop the knowledge, understanding, skills and attitudes necessary for sustainable 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 Pre-service Teachers 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 school-based experiences will be integral to this unit. Pre-service Teachers must satisfactorily complete the School of Education Academic Literacy Assessment Task, child protection training and Working with Children check, and obtain anaphylaxis certification prior to placement in a secondary school. Pre-service Teachers must also meet the Inherent Requirements of the Master of Teaching (Secondary), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_secondary

102094.1 Secondary Professional Practice 2

Credit Points 10 **Level** 7

Prerequisite

102093.1 Secondary Professional Practice 1

Corequisite

102088.1 Secondary Curriculum 1B OR **102091.1** Secondary Curriculum 2B

Equivalent Units

100978 - Professional Experience II

Special Requirements

Students must be enrolled in the 1714 Master of Teaching (Secondary) and must have successfully completed 70 credit points. 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working with Children

Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/ placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Secondary). 5. Students must satisfactorily complete the national Literacy and Numeracy Test prior to undertaking this final professional experience placement.

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Secondary Professional Practice 2 is the second Professional Practice unit of the Master of Teaching (Secondary). This unit incorporates a 30-day placement in a secondary school. It is designed to extend Pre-service Teachers' capacity for sustainable teaching, to such an extent that they are able to demonstrate the competencies expected of a graduate teacher. In addition to basic teaching skills, these competencies include being able to incorporate broader contemporary educational perspectives such as technology, literacy and numeracy, social justice, learning theories and assessment strategies in their teaching, as well as the professional confidence and personal capabilities to work with students, teachers and parents in a school community. The unit focuses on preparing Pre-service Teachers for the classroom by exploring the issues involved in broadening their perspective on student options and engaging inquiry-based pedagogy. of the unit encourages Pre-service Teachers to explore their teaching style in order to introduce and reinforce the concept of professional development through reflective practice. In this way, the Professional Practice undertaken during this unit will cohere with and enhance Pre-service Teachers' perspectives on the theory and practice of teaching and learning in schools. Pre-service Teachers must have satisfactorily completed Secondary Professional Practice 1, child protection training and Working with Children check, and obtained anaphylaxis certification prior to enrolling in this unit. Pre-service Teachers must also meet the Inherent Requirements of the Master of Teaching (Secondary), details of which are available at [Http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_secondary](http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_secondary)

102152.1 Social Ecology

Credit Points 10 **Level** 7

Equivalent Units

101654 - Researching Social Ecology

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This unit focuses on learning in the context of social-ecological understanding. It asserts that ecological sustainability is a consequence of the understanding and enactment of social-ecological relationships. In this regard 'social ecology' describes a field of understanding while 'sustainability' describes praxis in a social-ecological context. Both experience and the understanding of

experience – learning- are subject matter. This study is undertaken through reference to ecological systems of understandings in the context of challenges to that understanding. It is grounded in reference to learning, change, creativity, culture, politics and the physical environment. The unit introduces key theorists and invites students to examine their personal relationship to social-ecological learning.

301116.1 Social Media Intelligence

Credit Points 10 **Level** 7

Assumed Knowledge

Basic algebra and computing skills.

Special Requirements

Only students enrolled in a postgraduate course can enrol in this unit. Access to a computer is required.

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Social Media Intelligence presents the theory and practice of extracting and analysing information from social media networks. The aims are to identify properties of social networks, and to make predictions about future events. Topics included will cover areas such as Graph theory, Game theory and Network dynamics and we will identify how these can be used to model and extract information from Facebook and Twitter.

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

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and Psychological Studies. 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.

102194.2 Social Research in the Digital World

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in a postgraduate course.

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This unit provides a critical introduction to the opportunities and challenges of digital social research as well as the theoretical, methodological, and ethical implications of carrying out research in and on the digital. The social web provides researchers both with a tool and an environment to explore the intricacies of everyday life. In this unit, students will be immersed in online environments to further understand the theoretical, methodological and ethical issues of social research in the digital world. Through such activities, students participate as active digital researchers in online social science spaces to result in a professional online web presence and an in depth understanding of current and future research trends in digital social research.

102391.1 Social Work (Qualifying) Field Education 1

Credit Points 20 **Level** 7

Prerequisite

102390.1 Social Work Practice Methods 1

Special Requirements

Students must be enrolled in 1792 Master of Social Work (Qualifying)

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This unit enables students to participate in a structured and supervised field placement (408 hours). Social Work (Qualifying) Field Education 1 provides students with the opportunity to apply their knowledge and experience in linking theory with the realities of practice, and extend their skills for social work practice with the support of practitioners working in the human services sector. Placements are offered in a variety of agency types spanning all areas of social work practice: direct service work with individuals, groups and families, community development; research and policy.

102390.1 Social Work Practice Methods 1

Credit Points 10 **Level** 7

Special Requirements

Restricted to students enrolled in 1792 Master of Social Work (Qualifying)

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Social Work Practice Methods1 introduces students to a range of skills, knowledge and professional values for work with individuals and families in diverse practice settings. Students are supported to develop core verbal and written communication skills including engagement, assessment, designing and implementing interventions, evaluation, report writing and record keeping practices. There is an emphasis on safe, inclusive and responsive practice with

Aboriginal and Torres Strait Islander peoples and people from culturally diverse backgrounds.

102396.1 Social Work Practice Methods 2

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in 1792 Master of Social Work (Qualifying)

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Social Work Practice Methods 2 introduces theories and skills for work with groups and communities in diverse practice settings. This unit will provide students with the opportunity to develop core group work, community work and community development skills. Students will engage in simulated practice activities in Western's Social Work Skills Lab.

102379.1 Special Topics in Philosophy

Credit Points 20 **Level** 7

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The Special Topics in Philosophy unit engages with current debates and developments in philosophy. These contemporary debates will be contextualized within the historical and conceptual framework of the continental tradition of philosophical inquiry. Engagement with contemporary topics in philosophy and the most recent developments in the field will enable students to find what is innovative and original in their own thought and field of research.

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.

102292.1 Strategic Communication

Credit Points 20 **Level** 7

Incompatible Units

101961 - Strategic Communication

Special Requirements

This unit is for Masters level students only; it is available as an elective for students from other schools as per course discussions with School of Business, School of Maths and Computing Science, School of Medicine, Graduate Research School.

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Local and international industry trends show that strategic communication, particularly including agendas of innovation and ethics, are a growing force in the convergent media landscape. This unit introduces students to both the science and art of strategic communication. It is grounded in an advanced understanding of the complexity of human communication processes and driven by a conviction that systematic research and analysis is required to inform strategic communication responses. This unit is based around a series of assessments that require students to address a real-world business challenge or a social issue in ways that take advantage of convergent media environments.

102076.1 Teaching and Learning in Classrooms

Credit Points 10 **Level** 7

Corequisite

102073.1 Primary Professional Practice 1

Equivalent Units

101581 - Learning for Teaching

Special Requirements

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary)

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This unit is designed to prepare students for their role as active, thoughtful leaders of learning environments for primary students. Students will come to an understanding of their trajectory as professional learners as they develop a deeper understanding of who they are as teachers. The portfolio that they begin in this unit will be a vehicle for them to reflect deeply on their emerging skills and understandings and will be part of their development of a critical perspective of their practice as a teacher. Building on previous understanding about how children learn the students will plan lesson sequences using a range of teaching strategies. The unit will familiarise students with the processes needed to implement the mandated national and state curriculums in their unique classrooms with the diversity of students with whom they are working. A study of techniques to create safe and well managed learning environments where school students feel a sense of ownership of their learning will aid successful completion of the associated practicum unit. The practice of continuous assessment, planning, implementation and reflection that is the curriculum cycle will provide an organising principle around which the understandings gained in the curriculum units can be built.

102155.1 Teaching and Learning with Adults

Credit Points 10 **Level** 7

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This unit explores the pedagogical issues which shape the ways in which teaching and learning for adults might be organised in a variety of contexts. It is suitable for leaders, teachers, tutors, trainers and other staff working in schools, organisations, workplaces and communities. The unit will draw upon a range of theoretical perspectives including approaches to learning, knowledge and assessment, the relationship between organisational context, teaching and learning, and the role of the adult educator as a 'practical theorist'.

102154.1 Technology Assisting Learning

Credit Points 10 **Level** 7

Equivalent Units

101671 - Multiliteracies and additional needs

Special Requirements

Students must be enrolled in 1720 Master of Inclusive Education; 1721 Graduate Certificate in Inclusive Education; 1726 Master of Education (Leadership) or 1723 Master of Education (Social Ecology).

.....

Assistive technologies have the potential to meet a range of simple to complex needs for individuals with additional needs, and boost an individual's participation, communication, learning outcomes and quality of life. As such, professionals must develop both knowledge and skill in identifying and embedding appropriate technology into the assessment, goal-setting, teaching and evaluation cycle. Emphasis will be placed on demonstrating deep knowledge of the literature and demonstrating skills in assessment and instructional practices employing technology to support learning, communication, curricular, and instructional access either in a learning or natural setting. Students will be expected to critically examine the educational function and efficacy of communication technology, assistive technology, digital and multimedia text, or educational software.

102291.1 Television Sydney (TVS) Internship

Credit Points 20 **Level** 7

Assumed Knowledge

Knowledge consistent with acceptance into this course.

Special Requirements

Students must be enrolled in the postgraduate course Master of Convergent Media.

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In this unit, students work in small groups to devise, pitch, develop and produce a short project comprising a broadcast component (up to 5 minutes), and a social media marketing or strategic communications campaign. The finished product will be broadcast on TVS (Television Sydney) alongside the social media marketing or strategic communications campaign.

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

.....

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.

102337.1 TESOL Project

Credit Points 40 **Level** 7

Prerequisite

[101825.1](#) English Linguistics for TESOL AND [101697.1](#) TESOL Methodology and Curricula AND [101854.1](#) Language and Linguistics Research Methods AND [102283.1](#) Multicultural Nonverbal Communication AND [101824.1](#) Second Language Assessment and Testing AND [100919.1](#) Investigating Second Language Acquisition AND [101698.1](#) TESOL Internship AND [102335.1](#) Contexts of TESOL AND [102336.1](#) Functional Grammar AND [102325.1](#) Advanced Academic English Skills

.....

This unit is the final component in the Master of Arts in TESOL course. Equipped with knowledge and research skills developed in previous course components, students undertake independent and guided research activities and propose pedagogical solutions to specific TESOL classroom situations. Students will demonstrate the practical application of this research by undertaking a TESOL project which culminates in a 12,000-15,000 word research report or teaching proposal. Students have the opportunity to research specific TESOL interests in depth.

These include, but are not limited to, generic Applied Linguistics, Task-Based Language Teaching, English as a Foreign Language (EFL), Second Language Acquisition, Second or Other Language Maintenance, English for Academic Purposes (EAP), or discrete elements of Pedagogy.

102176.1 Theories of Difference and Diversity

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate degree in the Social Sciences or equivalent.

Special Requirements

Students must be enrolled in a postgraduate course.

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This unit will introduce students at post-graduate level to contemporary theories and concepts of difference and diversity. The unit will particularly examine feminism, post-structuralism, new materialism, queer theory and critical realism. It will also address specific concepts such as inequality, human rights, freedom and marginalisation. It will apply these theories and concepts to investigations of contemporary social issues and debates related to race, disability, ethnicity, sexuality, gender and other categories of individual identity and collective belonging. The unit will provide a strong theoretical base to the work that students have undertaken in the unit Theories for Critical Practice, and inform the work to be undertaken in the other units in this specialisation.

102179.1 Theories of the Social

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate degree in the Social Sciences or equivalent.

Equivalent Units

101888 - Theories for Critical Practice, 400585 Theories of the Social

Special Requirements

Students must be enrolled in a postgraduate course.

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This unit examines the notions that humans are intrinsically social beings who are at once products of and producers of their own circumstances. By providing an overview and critical engagement with a wide array of social theories, the unit explores key aspects of human society including structure and agency; knowledge and power relations; culture and identity; class, economy and consumption; self, society and the public sphere; social change and social justice. Students consider the social, political and discursive processes through which theories are made and applied, and how theories may both limit and create possibilities for research and practice. Throughout the unit students will be encouraged to use critical social theory to not only expose and analyse social systems but also to engage in reflection about how theoretical perspectives can inform practices of change.

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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In 2013 this unit replaced by 101888 - Theories for Critical Practice. 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.

102104.1 Theorising Play

Credit Points 10 **Level** 7

Equivalent Units

101647 Play development and learning

Special Requirements

Students must be enrolled in: 1691 Master of Teaching (Birth-5 Years/Birth-12 Years), 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth -12), 1671 Bachelor of Social Science (Pathway to Early Childhood Teaching) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). 1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Students will need to: i. Access the Commission for Children and Young People website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working with Children Check number to the School of Education to facilitate processing of a school placement and Student Central where the document is trimmed and recorded in Callista as a Special Requirement. 2. Students must also attend a Child Protection Workshop prior to undertaking any visits/placements. Students who have not completed Child Protection will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth – 12 Years).

.....

Play provides a foundation for children's development, learning and wellbeing in the early years. An integral part of this unit will be the focus on inquiry, emphasising a critical approach to play and its pedagogical potential to facilitate children's development and wellbeing. Various theoretical orientations and sociocultural perspectives will be considered in the study of play. Further, the unit provides guidelines to educators for implementing play based curriculum, an integral component of The Early Years Learning Framework as well as the Health and Physical Education curriculum in the school years. The unit has a 10

day placement in an early childhood setting, working with children aged three to five years. Through the visits students will apply their knowledge of theory and research to plan, implement and evaluate play based curriculum. Students must satisfactorily complete child protection training and Working with Children, obtain anaphylaxis certification prior to undertaking visits to the early childhood setting and also meet the Inherent Requirements of the Master of Teaching (Birth – 5 Years / Birth – 12 Years), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years.

101420.2 Theory and Practice of Psychological Assessment and Intervention

Credit Points 10 **Level** 4

Special Requirements

Students must be enrolled in 1500 - Bachelor of Psychology Fourth Year (and passed 240 credit points), 1502 Postgraduate Diploma in Psychology or 1504 Bachelor of Arts (Honours) Psychology.

.....

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.

102383.1 Topics in the History of Philosophy

Credit Points 20 **Level** 7

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This unit surveys selected philosophers or philosophical movements in the history of philosophy, and of the relevance of such philosophical perspectives for contemporary debates. The unit will include a selection of material that will give students a deeper understanding of the history of philosophy from Ancient Greece to the present day.

101658.1 Transformative Learning

Credit Points 10 **Level** 7

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This unit provides opportunities to examine and apply theories drawn from critical pedagogy, transformative learning and ecological thinking. It challenges students to

critically examine the relationships through which personal and social knowledge is constructed and their efficacy in the construction of learning for the future. Inherent in such thinking are questions about the processes of change in education systems that will lead towards equity, inclusiveness, wellbeing, social justice and ecological sustainability.

102180.2 Translation from Theory and Research to Policy

Credit Points 10 **Level** 7

Special Requirements

This unit is only available to Postgraduate students.

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The focus of study in this unit is on policy-making and implementation and the place of theory and research in policy formation. In the first part of the unit students explore the nature of public policy – addressing constructs of policy and policy-making and approaches to analysing public policy. The political and social practices of policy-making and implementation in Australia are contextualised and examined at the local, national and global levels. The second part of the unit takes examples of policy-making in the field of social sciences and examines the role of theory and research in the problematisation of issues and identification of solutions. The identification of competing interests, relations of power and key players in understanding, analysing and responding to policy and its outcomes will be undertaken.

101750.2 Translation Technologies (PG)

Credit Points 10 **Level** 7

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

102198.1 Transnational Crime

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate degree in criminology, criminal justice or a related social science area, or equivalent.

Special Requirements

Students must be enrolled in a postgraduate course.

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In traditional criminology crimes have been understood as acts that breach the criminal code of a given nation state. By contrast, transnational crimes are defined as violations of law that embrace more than one nation in their planning,

operation or impact. These crimes often have a much broader (though often veiled) relation to serious individual and collective social harm and can be especially difficult to prevent or investigate and prosecute. Students will be expected to understand the global and regional developments that foster transnational crime, its range and security impacts, and international agreements and conventions as well the new forms of policing developed to counter it.

102077.1 Understanding and Teaching Children

Credit Points 10 **Level** 7

Equivalent Units

101613 - Educational Psychology for Primary Teaching

Special Requirements

Students must be enrolled in 1663 Master of Teaching (Primary), 1651 Bachelor of Arts (Pathway to Teaching Primary) and have successfully completed 160 credit points.

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This unit is designed to facilitate prospective teachers to develop the dispositions and critical skills to create learning communities that are academically challenging, developmentally responsive, socially equitable and promote social and emotional wellbeing. The unit highlights the interacting contributions of biology and environment to the development of children and explores how teachers' knowledge of this process informs their instructional strategies. Specifically, this unit examines a body of classic, as well as current theories, research and practice relating to the cognitive, physiological, and social/affective needs of children and focuses on the relevance of these for classroom practice. Particular emphasis is given to developing responsive teaching practices which promote social and emotional wellbeing of children and are underpinned by high-quality relationships which extend to include the valuing of families and the wider community.

102150.1 Universal Design for Learning

Credit Points 10 **Level** 7

Equivalent Units

101672 - Inclusion in Practice

Special Requirements

Students must be enrolled in either the Master of Inclusive Education or the Graduate Certificate in Inclusive Education

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Developing the ability to meet the needs of a diverse group of learners within a flexible learning situation is critical to promote inclusion. This unit reviews multiple approaches and strategies employed (e.g. accommodation, adjustment, differentiation) and advocates for Universal Design for Learning to achieve this goal. Strategies are critiqued based on their capacity to enhance learning outcomes for individuals with additional needs and to advance inclusion. These analyses are then used to develop strategies and methods which can facilitate the learning and inclusion of individuals with a range of abilities, skills and needs. Students evaluate strategies, plan and reflect on a learning experience based on Universal Design for Learning.

101314.3 Urban Management Practice: Governance and Power in the City

Credit Points 10 **Level** 7

Special Requirements

Students must be enrolled in a postgraduate course.

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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

Special Requirements

Students must be enrolled in a postgraduate course.

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The Urban Research Report 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.

102199.1 Violence, Culture and Criminal Justice

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate degree in criminology, criminal justice or a related social science area; or equivalent.

Special Requirements

Students must be enrolled in a postgraduate course.

.....

In recent decades, a new wave of racial, ethnic and religious violence and terrorism has been linked to rapid patterns of globalisation and tensions over group and national identities. Specific knowledge about violence and considerations about its real extent, causes and cultural meanings remain uncertain. Yet there is evidence of a recent general decline in violence with a significant role for legal and quasi-legal bodies for acknowledging injury, punishing previously 'deniable' violence and promoting reconciliation. Seminar topics in this course will include the global patterns and forms of violence; individual versus societal and historical explanations; biology, evolution and culture; gender, race and inequality; hatred, genocide, collective identity and psychoanalysis; the role of states and law in countering and condoning interpersonal and collective violence; debates about victimhood and the cultural symbols of violence and its memorialisation.

102257.1 Word (Literary Traditions)

Credit Points 10 **Level** 7

Equivalent Units

101835 - Word

Special Requirements

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

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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 writers (both of fiction and non-fiction) within particular traditions and communities and reflect on the themes of these works and the processes through which they emerge. It will explore the power of the word to shape our understanding of the world. This reflection will be both theoretical and practical.

101894.1 Working with Offending Behaviour: Integrating Theory to Practice

Credit Points 10 **Level** 7

Special Requirements

Eligible students will receive Advanced standing for this unit, there will be no enrolments.

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The unit begins with an analysis of offending behaviour and criminality through the lens of different theoretical perspectives. The unit will then examine the way in which offenders are assessed for risk and the role criminal justice agencies play in examining risk. The unit will build on this

knowledge by considering the range of interventions and treatment programs available to offenders in addressing their behaviour. The unit will conclude by examining the range of criminal justice agencies that play a role in working with offenders, with a particular focus on how this work is done within the community.

102258.1 World (Art and Nature)

Credit Points 10 **Level** 7

Equivalent Units

101836 - World

Special Requirements

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

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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. Focusing on literature and how meaning is created in literary form the unit will consider the interaction between the created world and the real world. It 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.

Index for courses by course code order

Course	Description	Page	Course	Description	Page
			1826.1	Graduate Certificate in Continental Philosophy	25
1602.5	Graduate Certificate in Interpreting and Translation	43	1827.1	Master of Arts (Creative Arts)	26
1630.2	Graduate Diploma of Psychological Studies	56	1828.1	Graduate Diploma in Creative Arts (exit only)	27
1647.5	Graduate Diploma in Counselling	50	1829.1	Graduate Certificate in Creative Arts (exit only)	27
1648.5	Graduate Certificate in Counselling	51	1830.1	Graduate Certificate in Primary Mathematics Education	17
1650.1	Master of Creative Music Therapy	39	1831.1	Master of Arts in Literature and Creative Writing	27
1674.2	Master of Urban Management and Planning	60	1832.1	Graduate Diploma in Literature and Creative Writing (exit only)	29
1675.1	Graduate Diploma in Urban Management and Planning	61	1833.1	Graduate Certificate in Literature and Creative Writing (exit only)	29
1676.2	Graduate Certificate in Urban Management and Planning	62	4595.8	Master of Art Therapy	46
1687.3	Master of Arts (Research Studies)/PhD	30	4596.4	Graduate Diploma in Art Therapy (exit only)	47
1700.2	Graduate Certificate in Art Therapy (exit only)	48			
1712.2	Master of Planning	52			
1714.1	Master of Teaching (Secondary)	18			
1715.1	Graduate Diploma in Educational Studies (Secondary) (exit only)	20			
1716.1	Graduate Certificate in Educational Studies (Secondary) (exit only)	21			
1720.2	Master of Inclusive Education	1			
1721.1	Graduate Certificate in Inclusive Education	2			
1722.2	Graduate Diploma in Inclusive Education (exit only)	2			
1723.1	Master of Education (Social Ecology)	5			
1724.2	Graduate Certificate in Education (Social Ecology)	7			
1725.1	Graduate Diploma in Education (Social Ecology) (exit only)	6			
1726.1	Master of Education (Leadership)	3			
1727.1	Graduate Certificate in Education (Leadership) (exit only)	5			
1728.1	Graduate Diploma in Education (Leadership) (exit only)	4			
1770.1	Master of Social Science	57			
1771.1	Graduate Diploma in Social Science	58			
1772.1	Graduate Certificate in Social Science	59			
1775.1	Graduate Diploma in Interpreting	41			
1776.1	Graduate Diploma in Translation	42			
1777.1	Master of Interpreting and Translation	40			
1778.1	Graduate Diploma in Interpreting Studies (exit only)	34			
1779.1	Graduate Diploma in Translation Studies (exit only)	35			
1780.1	Master of Arts Translation and Interpreting Studies	33			
1781.1	Master of Teaching (Primary)	15			
1782.1	Graduate Diploma in Educational Studies (Primary) (exit only)	17			
1783.1	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	8			
1784.1	Master of Teaching (Birth - 5 Years) (exit only)	13			
1792.1	Master of Social Work (Qualifying)	59			
1796.1	Graduate Diploma in Psychology	55			
1800.1	Master of Arts in TESOL	31			
1801.1	Graduate Diploma in TESOL	32			
1802.1	Graduate Certificate in TESOL	32			
1804.1	Master of Convergent Media	35			
1805.1	Graduate Diploma in Convergent Media	37			
1806.1	Graduate Certificate in Convergent Media	38			
1812.1	Master of Clinical Psychology	49			
1814.1	Master of Professional Psychology	53			
1815.1	Doctor of Philosophy/Master of Clinical Psychology	48			
1816.1	Master of Translation and TESOL	43			
1817.1	Master of Psychotherapy and Counselling	54			
1821.1	Master of Accessible Media	22			
1824.1	Master of Arts in Continental Philosophy	23			
1825.1	Graduate Diploma in Continental Philosophy	24			

Index for courses by course description order

Course	Description	Page	Course	Description	Page
			1720.2	Master of Inclusive Education	1
			1777.1	Master of Interpreting and Translation	40
1815.1	Doctor of Philosophy/Master of Clinical Psychology	48	1712.2	Master of Planning	52
1700.2	Graduate Certificate in Art Therapy (exit only)	48	1814.1	Master of Professional Psychology	53
1826.1	Graduate Certificate in Continental Philosophy	25	1817.1	Master of Psychotherapy and Counselling	54
1806.1	Graduate Certificate in Convergent Media	38	1770.1	Master of Social Science	57
1648.5	Graduate Certificate in Counselling	51	1792.1	Master of Social Work (Qualifying)	59
1829.1	Graduate Certificate in Creative Arts (exit only)	27	1784.1	Master of Teaching (Birth - 5 Years) (exit only)	13
1727.1	Graduate Certificate in Education (Leadership) (exit only)	5	1783.1	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	8
1724.2	Graduate Certificate in Education (Social Ecology)	7	1781.1	Master of Teaching (Primary)	15
1716.1	Graduate Certificate in Educational Studies (Secondary) (exit only)	21	1714.1	Master of Teaching (Secondary)	18
1721.1	Graduate Certificate in Inclusive Education	2	1816.1	Master of Translation and TESOL	43
1602.5	Graduate Certificate in Interpreting and Translation	43	1674.2	Master of Urban Management and Planning	60
1833.1	Graduate Certificate in Literature and Creative Writing (exit only)	29			
1830.1	Graduate Certificate in Primary Mathematics Education	17			
1772.1	Graduate Certificate in Social Science	59			
1802.1	Graduate Certificate in TESOL	32			
1676.2	Graduate Certificate in Urban Management and Planning	62			
4596.4	Graduate Diploma in Art Therapy (exit only)	47			
1825.1	Graduate Diploma in Continental Philosophy	24			
1805.1	Graduate Diploma in Convergent Media	37			
1647.5	Graduate Diploma in Counselling	50			
1828.1	Graduate Diploma in Creative Arts (exit only)	27			
1728.1	Graduate Diploma in Education (Leadership) (exit only)	4			
1725.1	Graduate Diploma in Education (Social Ecology) (exit only)	6			
1782.1	Graduate Diploma in Educational Studies (Primary) (exit only)	17			
1715.1	Graduate Diploma in Educational Studies (Secondary) (exit only)	20			
1722.2	Graduate Diploma in Inclusive Education (exit only)	2			
1775.1	Graduate Diploma in Interpreting	41			
1778.1	Graduate Diploma in Interpreting Studies (exit only)	34			
1832.1	Graduate Diploma in Literature and Creative Writing (exit only)	29			
1796.1	Graduate Diploma in Psychology	55			
1771.1	Graduate Diploma in Social Science	58			
1801.1	Graduate Diploma in TESOL	32			
1776.1	Graduate Diploma in Translation	42			
1779.1	Graduate Diploma in Translation Studies (exit only)	35			
1675.1	Graduate Diploma in Urban Management and Planning	61			
1630.2	Graduate Diploma of Psychological Studies	56			
1821.1	Master of Accessible Media	22			
4595.8	Master of Art Therapy	46			
1827.1	Master of Arts (Creative Arts)	26			
1687.3	Master of Arts (Research Studies)/PhD	30			
1824.1	Master of Arts in Continental Philosophy	23			
1831.1	Master of Arts in Literature and Creative Writing	27			
1800.1	Master of Arts in TESOL	31			
1780.1	Master of Arts Translation and Interpreting Studies	33			
1812.1	Master of Clinical Psychology	49			
1804.1	Master of Convergent Media	35			
1650.1	Master of Creative Music Therapy	39			
1726.1	Master of Education (Leadership)	3			
1723.1	Master of Education (Social Ecology)	5			

Index for unit sets by unit sets code order

Unit Set	Description	Page
ST1000.1	Studies in Art Therapy	64
ST1001.1	Studies in Counselling	64
ST1003.1	Development, Security and Sustainability	64
ST1004.1	Policing Leadership	64
ST1005.1	Urban Studies	65
ST1006.1	Difference and Diversity	65
ST1007.1	Digital Research and Social Data Analytics	65
ST1008.1	International Criminology	66
ST1009.1	Religion and Society	66

Index for unit sets by unit set description order

Unit Set	Description	Page
ST1003.1	Development, Security and Sustainability	64
ST1006.1	Difference and Diversity	65
ST1007.1	Digital Research and Social Data Analytics	65
ST1008.1	International Criminology	66
ST1004.1	Policing Leadership	64
ST1009.1	Religion and Society	66
ST1000.1	Studies in Art Therapy	64
ST1001.1	Studies in Counselling	64
ST1005.1	Urban Studies	65

Index for units by unit code order

Unit	Description	Page	Unit	Description	Page
			101696.2	Introduction to Translation PG	90
			101697.2	TESOL Methodology and Curricula	114
100013.3	Experimental Design and Analysis	85	101698.2	TESOL Internship	114
100488.4	Empirical Research Project	83	101743.2	Mobile Media	94
100701.1	Leadership, Mentoring and Professional Growth	91	101745.2	Media Project Production	94
			101750.2	Translation Technologies (PG)	116
100910.3	Music Therapy Method	95	101784.1	Clinical Studies (Art Therapy)	74
100911.5	Music Therapy Professional Practice	95	101785.2	Further Clinical Studies (Art Therapy)	86
100912.4	Music Therapy Theory and Practice 1	96	101802.1	Investigating with Mathematics, Science and Technology	90
100914.5	Music Therapy Theory and Practice 2	96			
100916.2	Legal Interpreting	92	101803.2	Literacy in the Early Years	92
100917.2	Specialised Translation (PG)	112	101810.2	Core Skills and Ethical Practice	77
100919.2	Investigating Second Language Acquisition	90	101812.2	Clinical Psychopathology 1	74
100922.2	Medical Interpreting (PG)	94	101813.2	Clinical Psychopathology 2	74
100925.2	Literary Translation	92	101814.2	Clinical Research Methods	74
100983.4	Research Methods Seminar	106	101815.2	Clinic Placement A	73
101105.3	Prosocial Learning Environments	104	101816.1	Clinic Placement B	73
101184.3	Psychology: Human Behaviour	105	101817.2	Clinical Neuropsychology and Psychopharmacology	73
101210.3	Child Clinical Psychology	72			
101213.3	Psychological Interventions 1	105	101818.4	Professional Placement 1	103
101214.3	Psychological Interventions 2	105	101819.3	Professional Placement 2	103
101220.2	Clinical Health Psychology	73	101820.3	Professional Placement 3	104
101239.3	Applied Research Project	69	101824.3	Second Language Assessment and Testing	108
101247.4	Counselling and Consultation	78			
101286.3	Inclusive Teaching for Effective Learning	88	101825.3	English Linguistics for TESOL	84
101297.3	Languages and Linguistics Special Project	91	101827.3	Audiovisual Translation: Subtitling and Captioning	71
101303.2	Art Therapy: Histories, Theories, Groups	70			
101314.3	Urban Management Practice: Governance and Power in the City	117	101845.1	Community and Social Services Translation (PG)	75
			101854.1	Language and Linguistics Research Methods	91
101315.3	Financing Cities in the Global Economy	85			
101420.2	Theory and Practice of Psychological Assessment and Intervention	115	101868.1	Business Interpreting	71
101423.3	Media Project Proposal	94	101891.1	Contemporary Policing Practice	76
101426.2	Convergent Media Internship	77	101892.1	Executive Leadership in Policing	84
101443.4	Creative Music Therapy Practicum 1	79	101893.1	Governance and Accountability in Policing Practice	86
101444.5	Creative Music Therapy Practicum 2	79			
101445.4	Music Therapy Skills 1	95	101894.1	Working with Offending Behaviour: Integrating Theory to Practice	117
101446.5	Music Therapy Skills 2	96			
101482.3	Accreditation Studies	67	101895.1	Political Economy of Development	98
101506.2	Counselling 1	77	101896.1	Development and Security	81
101507.2	Counselling 2	78	101897.1	Development for Equality	81
101541.3	Advanced Topics in Psychology	69	101899.1	Introduction to Pedagogical Leadership	90
101577.5	Classrooms Without Borders	72	101962.1	Researching Convergent Media	107
101579.2	Primary English and Literacy 1	99	102015.1	Interpreting Skills (PG)	90
101580.2	Primary Mathematics and Numeracy 1	99	102040.2	Master of Social Science Thesis	93
101582.2	Primary Human Society and its Environment	99	102069.1	Heritage and Planning	87
			102071.2	Culture, Subjectivities and Schooling	80
101583.2	Primary Science & Technology	101	102072.1	Primary Health and Physical Education	99
101584.2	Primary Mathematics and Numeracy 2	100	102073.2	Primary Professional Practice 1	100
101585.2	Primary Creative Arts	98	102074.2	Primary Professional Practice 2	100
101586.2	Primary English and Literacy 2	99	102075.1	Researching and Developing Engaging Pedagogies	107
101625.2	Inclusive Practices	88			
101633.2	Managing Cities: History and Theory	93	102076.1	Teaching and Learning in Classrooms	113
101634.2	Planning and Environmental Regulation	97	102077.1	Understanding and Teaching Children	116
101635.2	Urban Planning Placement Project	117	102081.1	Adolescent Development and Teaching	68
101636.2	Developing Sustainable Places	81	102082.1	Pedagogy for Positive Learning Environments	96
101637.2	Urban Research Report	117			
101651.1	Applied Imagination	69	102083.1	Diversity, Social Justice and Learning	83
101652.1	Ecopsychology and Cultural Change	83	102084.1	Inclusive Education - Theory, Policy & Practice	87
101656.2	Researching Practice	107			
101658.1	Transformative Learning	115	102085.1	Aboriginal & Culturally Responsive Pedagogies	67
101676.2	Human Learning	87			
101677.3	Cognitive Processes	75	102086.1	Designing Teaching and Learning	80
101678.3	Motivation and Emotion	95	102087.1	Secondary Curriculum 1A	108
101679.2	Personality	97	102088.1	Secondary Curriculum 1B	108
101680.3	Perception	97	102089.1	Secondary Curriculum 1C	109
101681.3	Abnormal Psychology	67	102090.1	Secondary Curriculum 2A	109
101682.4	Developmental Psychology	82	102091.1	Secondary Curriculum 2B	109
101683.2	Social Psychology	111	102092.1	Secondary Curriculum 2C	110
101684.3	Brain and Behaviour	71	102093.1	Secondary Professional Practice 1	110
101689.2	Advanced Research Methods	68	102094.1	Secondary Professional Practice 2	110
101695.2	Introduction to Interpreting PG	90	102096.1	Researching Teaching and Learning 1	108
			102097.1	Researching Teaching & Learning 2	107

Unit	Description	Page	Unit	Description	Page
102098.1	Contemporary Teacher Leadership	76	102323.1	Leading Mathematics in the Primary School	92
102100.1	Research and Professional Practice	106	102324.1	Assessment and Intervention for Mathematics and Numeracy Learning	70
102101.1	Diverse Literacies	82	102325.1	Advanced Academic English Skills	68
102102.1	Children, Families, Communities	72	102335.1	Contexts of TESOL	76
102103.1	Community Leadership	75	102336.1	Functional Grammar	86
102104.1	Theorising Play	115	102337.1	TESOL Project	114
102105.1	Creative Teaching and Learning	79	102338.1	Intercultural Communication (PG)	89
102106.1	People, Place and Pedagogy	97	102353.1	Foundations of Psychotherapy and Counselling 1	85
102107.1	Practising Pedagogical Leadership	98	102354.1	Art Therapy: Approaches and Applications	70
102108.1	Leadership and Management	91	102356.1	Integrating Arts and Therapy	89
102109.1	Professional Experience Birth - 2 Years	102	102357.1	Ethics and Diversity in Research and Therapy	84
102110.1	Professional Experience 3 - 5 Years	102	102358.1	Practising Research and Researching Practice	98
102111.1	Professional Experience K - 6	103	102359.1	Assessment: Psychological Practice	71
102146.1	Effective Working Relationships	83	102360.1	Core Therapeutic Modalities	77
102147.1	Assessing to Support Learning	70	102361.1	Advanced Therapeutic Modalities	69
102148.1	Engaging Communities	84	102362.1	Psychopathology: Theory and Practice	105
102149.1	Inclusive Environments	87	102363.1	Forensic Psychology: Theory and Practice	85
102150.1	Universal Design for Learning	116	102364.1	Counselling and Psychotherapy Practice	78
102151.1	Managing Challenging and Diverse Behaviour	93	102365.1	Clinical Studies in Psychotherapy and Counselling	74
102152.1	Social Ecology	111	102366.1	Further Clinical Studies in Psychotherapy and Counselling	86
102153.1	Professional Experience (Additional Needs)	101	102370.1	Integrated Practice 1: Self and Story	88
102154.1	Technology Assisting Learning	113	102371.1	Integrated Practices 2: Affliction and Recovery	88
102155.1	Teaching and Learning with Adults	113	102373.1	Integrated Practices 4: Self and Relationships	88
102156.1	Disability in Context	82	102375.1	Research Methods in the Creative Arts	106
102157.1	Ecopedagogies	83	102376.1	Creativity: Theory and Practice	79
102158.1	Learning and Teaching in Challenging Contexts	92	102377.1	Creative Arts Project, Seminar and Proposal	78
102159.1	Designing Curriculum Futures	80	102378.1	Major Research Project	93
102160.1	Education Policy, Practice and Global Knowledge Co-construction	83	102379.1	Special Topics in Philosophy	112
102161.1	Leading Change	92	102380.1	Philosophical Aesthetics	97
102163.1	Professional Project	104	102381.1	Ethics	84
102165.1	At the cultural interface - learning two ways	71	102382.1	Research Project in Philosophy	107
102166.1	Person-Centred Practice	97	102383.1	Topics in the History of Philosophy	115
102167.1	Conference Interpreting	76	102384.1	Political Philosophy	98
102168.1	Principles and Practices of Evaluation	101	102390.1	Social Work Practice Methods 1	112
102175.1	Research in the Social Sciences	106	102391.1	Social Work (Qualifying) Field Education 1	112
102176.1	Theories of Difference and Diversity	114	102392.1	Leadership in Organisations	91
102177.1	Advanced Social Research Methods	68	102395.1	Critical Social Work Practice	80
102178.1	Critical and Creative Enquiry	79	102396.1	Social Work Practice Methods 2	112
102179.1	Theories of the Social	114	102398.1	Integrated Project	89
102180.2	Translation from Theory and Research to Policy	116	102400.1	Assessment: Cognitive Functions	70
102181.2	Nation, Power and Difference	96	102401.1	Masters Project in Philosophy	94
102183.1	Diversity in Practice	82	301044.1	Data Science	80
102194.2	Social Research in the Digital World	112	301116.1	Social Media Intelligence	111
102198.1	Transnational Crime	116	400417.2	Epidemiology and Quantitative Methods	84
102199.1	Violence, Culture and Criminal Justice	117	400421.2	Research Methods for Humanities and Social Sciences	106
102200.1	Global Criminology and Human Rights	86	400585.2	Theories of the Social	115
102201.1	Contemporary Theories of Religion and Society	76	400586.2	Integrating Theory, Research and Practice	89
102202.1	Religion and Law in Contemporary Public Discourse	105	A7456.4	Interpreting and Translation Professional Practicum (PG)	89
102220.1	Applied Methods in Literary Studies and Creative Writing	69			
102222.1	Applied Practice in Literary Studies and Creative Writing	69			
102255.1	Masters Project	93			
102256.1	Idea (Conceiving Experience)	87			
102257.1	Word (Literary Traditions)	117			
102258.1	World (Art and Nature)	118			
102259.1	Search (Translation)	108			
102260.1	Display (Sounds, Images, Text)	82			
102283.1	Multicultural Nonverbal Communication	95			
102291.1	Television Sydney (TVS) Internship	113			
102292.1	Strategic Communication	112			
102293.1	Academic or Practice-based Research	67			
102300.1	Foundations of Media Arts Production (PG)	85			
102311.1	Convergent Media Incubator	77			
102321.1	Mathematics for Contemporary Learners	94			
102322.1	Addressing Diversity in Mathematics Teaching and Learning	68			

Index for units by unit description order

Unit	Description	Page	Unit	Description	Page
			102395.1	Critical Social Work Practice	80
			102071.2	Culture, Subjectivities and Schooling	80
101681.3	Abnormal Psychology	67	301044.1	Data Science	80
102085.1	Aboriginal & Culturally Responsive Pedagogies	67	102159.1	Designing Curriculum Futures	80
102293.1	Academic or Practice-based Research	67	102086.1	Designing Teaching and Learning	80
101482.3	Accreditation Studies	67	101636.2	Developing Sustainable Places	81
102322.1	Addressing Diversity in Mathematics Teaching and Learning	68	101896.1	Development and Security	81
102081.1	Adolescent Development and Teaching	68	101897.1	Development for Equality	81
102325.1	Advanced Academic English Skills	68	101682.4	Developmental Psychology	82
101689.2	Advanced Research Methods	68	102156.1	Disability in Context	82
102177.1	Advanced Social Research Methods	68	102260.1	Display (Sounds, Images, Text)	82
102361.1	Advanced Therapeutic Modalities	69	102101.1	Diverse Literacies	82
101541.3	Advanced Topics in Psychology	69	102183.1	Diversity in Practice	82
101651.1	Applied Imagination	69	102083.1	Diversity, Social Justice and Learning	83
102220.1	Applied Methods in Literary Studies and Creative Writing	69	102157.1	Ecopedagogies	83
102222.1	Applied Practice in Literary Studies and Creative Writing	69	101652.1	Ecopsychology and Cultural Change	83
101239.3	Applied Research Project	69	102160.1	Education Policy, Practice and Global Knowledge Co-construction	83
102354.1	Art Therapy: Approaches and Applications	70	102146.1	Effective Working Relationships	83
101303.2	Art Therapy: Histories, Theories, Groups	70	100488.4	Empirical Research Project	83
102147.1	Assessing to Support Learning	70	102148.1	Engaging Communities	84
102324.1	Assessment and Intervention for Mathematics and Numeracy Learning	70	101825.3	English Linguistics for TESOL	84
102400.1	Assessment: Cognitive Functions	70	400417.2	Epidemiology and Quantitative Methods	84
102359.1	Assessment: Psychological Practice	71	102381.1	Ethics	84
102165.1	At the cultural interface - learning two ways	71	102357.1	Ethics and Diversity in Research and Therapy	84
101827.3	Audiovisual Translation: Subtitling and Captioning	71	101892.1	Executive Leadership in Policing	84
101684.3	Brain and Behaviour	71	100013.3	Experimental Design and Analysis	85
101868.1	Business Interpreting	71	101315.3	Financing Cities in the Global Economy	85
101210.3	Child Clinical Psychology	72	102363.1	Forensic Psychology: Theory and Practice	85
102102.1	Children, Families, Communities	72	102300.1	Foundations of Media Arts Production (PG)	85
101577.5	Classrooms Without Borders	72	102353.1	Foundations of Psychotherapy and Counselling 1	85
101815.2	Clinic Placement A	73	102336.1	Functional Grammar	86
101816.1	Clinic Placement B	73	101785.2	Further Clinical Studies (Art Therapy)	86
101220.2	Clinical Health Psychology	73	102366.1	Further Clinical Studies in Psychotherapy and Counselling	86
101817.2	Clinical Neuropsychology and Psychopharmacology	73	102200.1	Global Criminology and Human Rights	86
101812.2	Clinical Psychopathology 1	74	101893.1	Governance and Accountability in Policing Practice	86
101813.2	Clinical Psychopathology 2	74	102069.1	Heritage and Planning	87
101814.2	Clinical Research Methods	74	101676.2	Human Learning	87
101784.1	Clinical Studies (Art Therapy)	74	102256.1	Idea (Conceiving Experience)	87
102365.1	Clinical Studies in Psychotherapy and Counselling	74	102084.1	Inclusive Education - Theory, Policy & Practice	87
101677.3	Cognitive Processes	75	102149.1	Inclusive Environments	87
101845.1	Community and Social Services Translation (PG)	75	101625.2	Inclusive Practices	88
102103.1	Community Leadership	75	101286.3	Inclusive Teaching for Effective Learning	88
102167.1	Conference Interpreting	76	102370.1	Integrated Practice 1: Self and Story	88
101891.1	Contemporary Policing Practice	76	102371.1	Integrated Practices 2: Affliction and Recovery	88
102098.1	Contemporary Teacher Leadership	76	102373.1	Integrated Practices 4: Self and Relationships	88
102201.1	Contemporary Theories of Religion and Society	76	102398.1	Integrated Project	89
102335.1	Contexts of TESOL	76	102356.1	Integrating Arts and Therapy	89
102311.1	Convergent Media Incubator	77	400586.2	Integrating Theory, Research and Practice	89
101426.2	Convergent Media Internship	77	102338.1	Intercultural Communication (PG)	89
101810.2	Core Skills and Ethical Practice	77	A7456.4	Interpreting and Translation Professional Practicum (PG)	89
102360.1	Core Therapeutic Modalities	77	102015.1	Interpreting Skills (PG)	90
101506.2	Counselling 1	77	101695.2	Introduction to Interpreting PG	90
101507.2	Counselling 2	78	101899.1	Introduction to Pedagogical Leadership	90
101247.4	Counselling and Consultation	78	101696.2	Introduction to Translation PG	90
102364.1	Counselling and Psychotherapy Practice	78	100919.2	Investigating Second Language Acquisition	90
102377.1	Creative Arts Project, Seminar and Proposal	78	101802.1	Investigating with Mathematics, Science and Technology	90
101443.4	Creative Music Therapy Practicum 1	79	101854.1	Language and Linguistics Research Methods	91
101444.5	Creative Music Therapy Practicum 2	79	101297.3	Languages and Linguistics Special Project	91
102105.1	Creative Teaching and Learning	79	102108.1	Leadership and Management	91
102376.1	Creativity: Theory and Practice	79	102392.1	Leadership in Organisations	91
102178.1	Critical and Creative Enquiry	79	100701.1	Leadership, Mentoring and Professional Growth	91

Unit	Description	Page	Unit	Description	Page
102161.1	Leading Change	92	100983.4	Research Methods Seminar	106
102323.1	Leading Mathematics in the Primary School	92	102382.1	Research Project in Philosophy	107
102158.1	Learning and Teaching in Challenging Contexts	92	102075.1	Researching and Developing Engaging Pedagogies	107
100916.2	Legal Interpreting	92	101962.1	Researching Convergent Media	107
101803.2	Literacy in the Early Years	92	101656.2	Researching Practice	107
100925.2	Literary Translation	92	102097.1	Researching Teaching & Learning 2	107
102378.1	Major Research Project	93	102096.1	Researching Teaching and Learning 1	108
102151.1	Managing Challenging and Diverse Behaviour	93	102259.1	Search (Translation)	108
101633.2	Managing Cities: History and Theory	93	101824.3	Second Language Assessment and Testing	108
102040.2	Master of Social Science Thesis	93	102087.1	Secondary Curriculum 1A	108
102255.1	Masters Project	93	102088.1	Secondary Curriculum 1B	108
102401.1	Masters Project in Philosophy	94	102089.1	Secondary Curriculum 1C	109
102321.1	Mathematics for Contemporary Learners	94	102090.1	Secondary Curriculum 2A	109
101745.2	Media Project Production	94	102091.1	Secondary Curriculum 2B	109
101423.3	Media Project Proposal	94	102092.1	Secondary Curriculum 2C	110
100922.2	Medical Interpreting (PG)	94	102093.1	Secondary Professional Practice 1	110
101743.2	Mobile Media	94	102094.1	Secondary Professional Practice 2	110
101678.3	Motivation and Emotion	95	102152.1	Social Ecology	111
102283.1	Multicultural Nonverbal Communication	95	301116.1	Social Media Intelligence	111
100910.3	Music Therapy Method	95	101683.2	Social Psychology	111
100911.5	Music Therapy Professional Practice	95	102194.2	Social Research in the Digital World	112
101445.4	Music Therapy Skills 1	95	102391.1	Social Work (Qualifying) Field Education 1	112
101446.5	Music Therapy Skills 2	96	102390.1	Social Work Practice Methods 1	112
100912.4	Music Therapy Theory and Practice 1	96	102396.1	Social Work Practice Methods 2	112
100914.5	Music Therapy Theory and Practice 2	96	102379.1	Special Topics in Philosophy	112
102181.2	Nation, Power and Difference	96	100917.2	Specialised Translation (PG)	112
102082.1	Pedagogy for Positive Learning Environments	96	102292.1	Strategic Communication	112
102106.1	People, Place and Pedagogy	97	102076.1	Teaching and Learning in Classrooms	113
101680.3	Perception	97	102155.1	Teaching and Learning with Adults	113
101679.2	Personality	97	102154.1	Technology Assisting Learning	113
102166.1	Person-Centred Practice	97	102291.1	Television Sydney (TVS) Internship	113
102380.1	Philosophical Aesthetics	97	101698.2	TESOL Internship	114
101634.2	Planning and Environmental Regulation	97	101697.2	TESOL Methodology and Curricula	114
101895.1	Political Economy of Development	98	102337.1	TESOL Project	114
102384.1	Political Philosophy	98	102176.1	Theories of Difference and Diversity	114
102107.1	Practising Pedagogical Leadership	98	102179.1	Theories of the Social	114
102358.1	Practising Research and Researching Practice	98	400585.2	Theories of the Social	115
101585.2	Primary Creative Arts	98	102104.1	Theorising Play	115
101579.2	Primary English and Literacy 1	99	101420.2	Theory and Practice of Psychological Assessment and Intervention	115
101586.2	Primary English and Literacy 2	99	102383.1	Topics in the History of Philosophy	115
102072.1	Primary Health and Physical Education	99	101658.1	Transformative Learning	115
101582.2	Primary Human Society and its Environment	99	102180.2	Translation from Theory and Research to Policy	116
101580.2	Primary Mathematics and Numeracy 1	99	101750.2	Translation Technologies (PG)	116
101584.2	Primary Mathematics and Numeracy 2	100	102198.1	Transnational Crime	116
102073.2	Primary Professional Practice 1	100	102077.1	Understanding and Teaching Children	116
102074.2	Primary Professional Practice 2	100	102150.1	Universal Design for Learning	116
101583.2	Primary Science & Technology	101	101314.3	Urban Management Practice: Governance and Power in the City	117
102168.1	Principles and Practices of Evaluation	101	101635.2	Urban Planning Placement Project	117
102153.1	Professional Experience (Additional Needs)	101	101637.2	Urban Research Report	117
102110.1	Professional Experience 3 - 5 Years	102	102199.1	Violence, Culture and Criminal Justice	117
102109.1	Professional Experience Birth - 2 Years	102	102257.1	Word (Literary Traditions)	117
102111.1	Professional Experience K - 6	103	101894.1	Working with Offending Behaviour: Integrating Theory to Practice	117
101818.4	Professional Placement 1	103	102258.1	World (Art and Nature)	118
101819.3	Professional Placement 2	103			
101820.3	Professional Placement 3	104			
102163.1	Professional Project	104			
101105.3	Prosocial Learning Environments	104			
101213.3	Psychological Interventions 1	105			
101214.3	Psychological Interventions 2	105			
101184.3	Psychology: Human Behaviour	105			
102362.1	Psychopathology: Theory and Practice	105			
102202.1	Religion and Law in Contemporary Public Discourse	105			
102100.1	Research and Professional Practice	106			
102175.1	Research in the Social Sciences	106			
400421.2	Research Methods for Humanities and Social Sciences	106			
102375.1	Research Methods in the Creative Arts	106			