

# Arts Schools

## Electronic Postgraduate Handbook 2017

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Western Sydney University

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Information contained in this electronic handbook is correct at the time of production (March 2017), 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.

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## About the Arts Schools Electronic Postgraduate Handbook

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### Sessions and dates

There are two main sessions in 2017: Autumn and Spring. Weeks shown in the dateline refer to the session weeks for these main sessions.

The dateline is available at:

[https://www.westernsydney.edu.au/currentstudents/current\\_students/dates/2017\\_academic\\_year\\_dateline](https://www.westernsydney.edu.au/currentstudents/current_students/dates/2017_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](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 2017 at:

[http://handbook.westernsydney.edu.au/hbook/UNIT\\_SEARCH.ASP](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

<b>SCHOOL OF EDUCATION</b>		<b>1</b>
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
1845.1	Graduate Certificate in Primary Science Education	18
1714.1	Master of Teaching (Secondary)	19
1715.1	Graduate Diploma in Educational Studies (Secondary) (exit only)	21
1716.1	Graduate Certificate in Educational Studies (Secondary) (exit only)	21
1846.1	Graduate Certificate in Education (Curriculum Specialisation)	22
<b>SCHOOL OF HUMANITIES AND COMMUNICATION ARTS</b>		<b>24</b>
1821.1	Master of Accessible Media	24
1824.1	Master of Arts in Continental Philosophy	25
1825.1	Graduate Diploma in Continental Philosophy	26
1826.1	Graduate Certificate in Continental Philosophy	27
1827.1	Master of Arts (Creative Arts)	28
1828.1	Graduate Diploma in Creative Arts (exit only)	29
1829.1	Graduate Certificate in Creative Arts (exit only)	29
1831.2	Master of Arts in Literature and Creative Writing	30
1832.2	Graduate Diploma in Literature and Creative Writing (exit only)	31
1833.2	Graduate Certificate in Literature and Creative Writing (exit only)	32
1687.3	Master of Arts (Research Studies)/PhD	32
1800.1	Master of Arts in TESOL	33
1801.1	Graduate Diploma in TESOL	34
1802.1	Graduate Certificate in TESOL	35
1780.2	Master of Arts Translation and Interpreting Studies	35
1778.1	Graduate Diploma in Interpreting Studies (exit only)	37
1779.1	Graduate Diploma in Translation Studies (exit only)	38
1856.1	Master of Creative Industries	38
1857.1	Graduate Diploma in Creative Industries	40
1858.1	Graduate Certificate in Creative Industries	41
1650.1	Master of Creative Music Therapy	42
1836.1	Master of Digital Humanities	43
1777.2	Master of Interpreting and Translation	44
1775.1	Graduate Diploma in Interpreting	46
1776.1	Graduate Diploma in Translation	47
1602.5	Graduate Certificate in Interpreting and Translation	48
1816.1	Master of Translation and TESOL	49
<b>SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY</b>		<b>51</b>
4595.8	Master of Art Therapy	51
4596.4	Graduate Diploma in Art Therapy (exit only)	53
1700.2	Graduate Certificate in Art Therapy (exit only)	53
1812.1	Master of Clinical Psychology	53
1647.5	Graduate Diploma in Counselling	55
1648.5	Graduate Certificate in Counselling	56
1796.2	Graduate Diploma in Psychology	56
1630.2	Graduate Diploma of Psychological Studies	57
1712.2	Master of Planning	59
1814.1	Master of Professional Psychology	60
1817.1	Master of Psychotherapy and Counselling	61
1770.1	Master of Social Science	62
1771.1	Graduate Diploma in Social Science	63

<b>1772.1</b>	Graduate Certificate in Social Science	64
<b>1792.1</b>	Master of Social Work (Qualifying)	64
<b>1674.2</b>	Master of Urban Management and Planning	65
<b>1675.1</b>	Graduate Diploma in Urban Management and Planning	66
<b>1676.2</b>	Graduate Certificate in Urban Management and Planning	67
<b>ST1000.1</b>	Postgraduate Specialisation - Studies in Art Therapy	70
<b>ST1001.1</b>	Postgraduate Specialisation - Studies in Counselling	70
<b>ST1003.1</b>	Postgraduate Specialisation - Development, Security and Sustainability	70
<b>ST1004.1</b>	Postgraduate Specialisation - Policing Leadership	70
<b>ST1005.1</b>	Postgraduate Specialisation - Urban Studies	71
<b>ST1006.1</b>	Postgraduate Specialisation - Difference and Diversity	71
<b>ST1007.1</b>	Postgraduate Specialisation - Digital Research and Social Data Analytics	71
<b>ST1008.1</b>	Postgraduate Specialisation - International Criminology	72
<b>ST1009.1</b>	Postgraduate Specialisation - Religion and Society	72

## SCHOOL OF EDUCATION

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### Master of Inclusive Education

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#### 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 three years full time of teaching experience can apply for up to four 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 core units and nine 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

<b>101656.2</b>	Researching Practice
<b>102163.1</b>	Professional Project
<b>102153.1</b>	Professional Experience (Additional Needs)

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

<b>102149.2</b>	Inclusive Environments
<b>102156.1</b>	Disability in Context
<b>102166.1</b>	Person-Centred Practice
<b>102154.1</b>	Technology Assisting Learning
<b>102146.1</b>	Effective Working Relationships
<b>102147.1</b>	Assessing to Support Learning
<b>102151.1</b>	Managing Challenging and Diverse Behaviour
<b>102150.1</b>	Universal Design for Learning
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102168.1</b>	Principles and Practices of Evaluation
<b>102322.1</b>	Addressing Diversity in Mathematics Teaching and Learning
<b>102324.1</b>	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 out of twelve of the following units offered in course 1720 - Master of Inclusive Education.

<b>102149.2</b>	Inclusive Environments
<b>102156.1</b>	Disability in Context
<b>102166.1</b>	Person-Centred Practice
<b>102154.1</b>	Technology Assisting Learning
<b>102146.1</b>	Effective Working Relationships
<b>102147.1</b>	Assessing to Support Learning
<b>102151.1</b>	Managing Challenging and Diverse Behaviour
<b>102150.1</b>	Universal Design for Learning
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102168.1</b>	Principles and Practices of Evaluation
<b>102322.1</b>	Addressing Diversity in Mathematics Teaching and Learning
<b>102324.1</b>	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

102149.2	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 three 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 four 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)

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### 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

Two years 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 course 1726 Master of Education (Leadership) after the completion of the following units

<b>101658.1</b>	Transformative Learning
<b>102161.1</b>	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**

<b>102168.1</b>	Principles and Practices of Evaluation
<b>102159.1</b>	Designing Curriculum Futures
<b>102155.1</b>	Teaching and Learning with Adults
<b>100701.1</b>	Leadership, Mentoring and Professional Growth
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102160.1</b>	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**

One year 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:

<b>101658.1</b>	Transformative Learning
<b>102161.1</b>	Leading Change

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

**Specialist units**

<b>102168.1</b>	Principles and Practices of Evaluation
<b>102159.1</b>	Designing Curriculum Futures
<b>102155.1</b>	Teaching and Learning with Adults
<b>100701.1</b>	Leadership, Mentoring and Professional Growth
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102160.1</b>	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 three years full time of professional work experience can apply for up to four 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 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.

**Part-time**

Students must complete the following ten core units

**Core Units**

<b>102152.1</b>	Social Ecology
<b>101656.2</b>	Researching Practice
<b>102163.1</b>	Professional Project

The following core units are offered in alternate years

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

**Plus**

Any two units from the 1726 - Master of Education (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 course 1723 Master of Education (Social Ecology) after the completion of the following

**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 Master of Education (Social Ecology); 1726 Master of Education (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 - 12 years) is a professional teaching qualification for students possessing a relevant bachelor's degree. It has been professionally accredited by the NSW Education Standards Authority. 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

<b>102100.1</b>	Research and Professional Practice
<b>102101.1</b>	Diverse Literacies
<b>102102.2</b>	Children, Families, Communities
<b>102104.2</b>	Theorising Play

##### 2H Session

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

#### Year 2

##### 1H Session

<b>102108.2</b>	Leadership and Management
<b>101803.2</b>	Literacy in the Early Years
<b>101105.3</b>	Prosocial Learning Environments
<b>102109.1</b>	Professional Experience Birth - 2 Years

##### 2H Session

<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>101625.2</b>	Inclusive Practices
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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

<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101583.2</b>	Primary Science & Technology
<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	Professional Experience K - 6

## Recommended Sequence

### Mid-year Intake

#### Year 1

##### 2H Session

<b>102101.1</b>	Diverse Literacies
<b>102106.1</b>	People, Place and Pedagogy

<b>101899.1</b>	Introduction to Pedagogical Leadership
<b>102104.2</b>	Theorising Play

#### Year 2

##### 1H Session

<b>102100.1</b>	Research and Professional Practice
<b>102102.2</b>	Children, Families, Communities
<b>101105.3</b>	Prosocial Learning Environments
<b>102109.1</b>	Professional Experience Birth - 2 Years

##### 2H Session

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

#### Year 3

##### 1H Session

<b>102108.2</b>	Leadership and Management
<b>101803.2</b>	Literacy in the Early Years
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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

<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101583.2</b>	Primary Science & Technology
<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	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

<b>102100.1</b>	Research and Professional Practice
<b>102101.1</b>	Diverse Literacies
<b>102105.1</b>	Creative Teaching and Learning
<b>102108.2</b>	Leadership and Management

##### 2H Session

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



**Year 2****1H Session**

<b>101803.2</b>	Literacy in the Early Years
<b>101105.3</b>	Prosocial Learning Environments
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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**

<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101583.2</b>	Primary Science & Technology
<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	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**

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

**Year 2****1H Session**

<b>102100.1</b>	Research and Professional Practice
<b>102108.2</b>	Leadership and Management
<b>101803.2</b>	Literacy in the Early Years
<b>101105.3</b>	Prosocial Learning Environments

**2H Session**

<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>101625.2</b>	Inclusive Practices
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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**

<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101583.2</b>	Primary Science & Technology

<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	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**

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

**2H Session**

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

**Summer Session**

<b>102108.2</b>	Leadership and Management
<b>102105.1</b>	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**

<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101583.2</b>	Primary Science & Technology
<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	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**

<b>102101.1</b>	Diverse Literacies
<b>102106.1</b>	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**

- 102108.2** 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  
**102111.2** 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  
**102111.2** 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

One BA unit

**2H Session**

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

One BA unit

**Year 3****1H Session**

<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	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**

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

**2H Session**

<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>102106.1</b>	People, Place and Pedagogy

Two BA units

**Summer Session**

Two BA units

**Year 2****1H Session**

<b>101583.2</b>	Primary Science & Technology
<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	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**

<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>102106.1</b>	People, Place and Pedagogy

Two BA units

**Summer Session**

Two BA units

**Year 2****1H Session**

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

**2H Session**

<b>101583.2</b>	Primary Science & Technology
<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	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**

<b>102100.1</b>	Research and Professional Practice
<b>102101.1</b>	Diverse Literacies
<b>102104.2</b>	Theorising Play
<b>101583.2</b>	Primary Science & Technology

**2H Session**

<b>102106.1</b>	People, Place and Pedagogy
<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>102103.1</b>	Community Leadership

**Year 2****1H Session**

<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101586.2</b>	Primary English and Literacy 2
<b>102111.2</b>	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**

<b>102100.1</b>	Research and Professional Practice
<b>102101.1</b>	Diverse Literacies
<b>102104.2</b>	Theorising Play
<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>101583.2</b>	Primary Science & Technology

**2H Session**

<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>102106.1</b>	People, Place and Pedagogy
<b>101586.2</b>	Primary English and Literacy 2
<b>102103.1</b>	Community Leadership
<b>102111.2</b>	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 wish to graduate with a Birth - 5 Years qualification only.

**Study Mode**

Two years full-time.

**Location**

<b>Campus</b>	<b>Attendance</b>	<b>Mode</b>
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

**Accreditation**

the Master of Teaching (Birth-5 years) is a professional early childhood teaching qualification for students possessing a recognised and relevant bachelor degree. The program is approved by the Australian Children's Education and Care Quality Authority (ACECQA). Graduates of this course will be registered teachers with the NSW Education Standards Authority (NESA) and meet the Australian Professional Standards for Teachers at the Graduate Teacher level.

**Admission**

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

**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**

<b>102100.1</b>	Research and Professional Practice
<b>102101.1</b>	Diverse Literacies
<b>102102.2</b>	Children, Families, Communities
<b>102104.2</b>	Theorising Play

**2H Session**

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

**Year 2****1H Session**

<b>102108.2</b>	Leadership and Management
<b>101803.2</b>	Literacy in the Early Years
<b>101105.3</b>	Prosocial Learning Environments
<b>102109.1</b>	Professional Experience Birth - 2 Years

**2H Session**

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

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

<b>102101.1</b>	Diverse Literacies
<b>102106.1</b>	People, Place and Pedagogy
<b>101899.1</b>	Introduction to Pedagogical Leadership
<b>102104.2</b>	Theorising Play

**Year 2****1H Session**

<b>102100.1</b>	Research and Professional Practice
<b>102102.2</b>	Children, Families, Communities
<b>101105.3</b>	Prosocial Learning Environments
<b>102109.1</b>	Professional Experience Birth - 2 Years

**2H Session**

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

**Year 3****1H Session**

<b>102108.2</b>	Leadership and Management
<b>101803.2</b>	Literacy in the Early Years
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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**

<b>102100.1</b>	Research and Professional Practice
<b>102101.1</b>	Diverse Literacies
<b>102105.1</b>	Creative Teaching and Learning
<b>102108.2</b>	Leadership and Management

**2H Session**

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

**Year 2****1H Session**

<b>101803.2</b>	Literacy in the Early Years
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<b>101105.3</b>	Prosocial Learning Environments
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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**

<b>102100.1</b>	Research and Professional Practice
<b>102101.1</b>	Diverse Literacies
<b>102108.2</b>	Leadership and Management
<b>101803.2</b>	Literacy in the Early Years
<b>101105.3</b>	Prosocial Learning Environments
<b>102109.1</b>	Professional Experience Birth - 2 Years

**2H Session**

<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>101625.2</b>	Inclusive Practices
<b>102105.1</b>	Creative Teaching and Learning
<b>102106.1</b>	People, Place and Pedagogy
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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**

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

**Year 2****1H Session**

<b>102100.1</b>	Research and Professional Practice
<b>102108.2</b>	Leadership and Management
<b>101803.2</b>	Literacy in the Early Years
<b>101105.3</b>	Prosocial Learning Environments

**2H Session**

<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>101625.2</b>	Inclusive Practices
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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

<b>102108.2</b>	Leadership and Management
<b>101803.2</b>	Literacy in the Early Years
<b>102106.1</b>	People, Place and Pedagogy
<b>101802.1</b>	Investigating with Mathematics, Science and Technology
<b>101625.2</b>	Inclusive Practices
<b>102109.1</b>	Professional Experience Birth - 2 Years

### Year 2

#### 1H Session

<b>102100.1</b>	Research and Professional Practice
<b>102108.2</b>	Leadership and Management
<b>102105.1</b>	Creative Teaching and Learning
<b>101105.3</b>	Prosocial Learning Environments
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.1</b>	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 NSW Education Standards Authority. 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 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

- 102075.2** Researching and Developing Engaging Pedagogies  
**102074.3** 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

- 102075.2** Researching and Developing Engaging Pedagogies  
**102074.3** 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**

- 102075.2** Researching and Developing Engaging Pedagogies  
**102074.3** 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**

- 102075.2** Researching and Developing Engaging Pedagogies  
**102074.3** 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  
**102075.2** Researching and Developing Engaging Pedagogies  
**102074.3** 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).

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

## Graduate Certificate in Primary Science Education

### 1845.1

The Graduate Certificate in Primary Science Education within the School of Education will equip primary teaching graduates with the skills, knowledge and dispositions to develop expertise as a primary science educator or assume the role of a science specialist teacher within the primary school setting. Primary teachers will develop deep science pedagogical content knowledge, practical knowledge for helping students work scientifically and technologically, and strong understanding of the importance of research-based enquiry to inform their science teaching. Additionally, the Graduate Certificate will develop teachers' skills in mentoring and coaching other teachers of science.

### Study Mode

One year part-time.

### Location

#### Campus Attendance Mode

Online Part Time Multi Modal

### Admission

Applicants must have successfully completed an undergraduate degree (of 3 or 4 years), or higher, in teaching/education that leads to a professional teaching qualification.

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.

### Special Requirements

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

### Course Structure

Qualification for this award requires the successful completion of 40 credit points as per the recommended sequence below.



## Recommended Sequence

### Autumn session

- 102485.1** Science for Contemporary Learners  
**102486.1** Addressing Diversity in Science Teaching and Learning

### Spring session

- 102487.1** Leading Science in the Primary School  
**102488.1** Assessment and Intervention for Science 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 NSW Education Standards Authority. 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 Graduate Certificate in Educational Studies (Secondary) would be an appropriate exit point for an already accredited teacher, whilst the Graduate Diploma in Educational Studies (Secondary) 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
- 102093.2** 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

#### Semester 3

- 102084.1** Inclusive Education - Theory, Policy & Practice
- 102090.1** Secondary Curriculum 2A
- 102091.1** Secondary Curriculum 2B
- 102094.2** 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

#### Semester 4

- 102085.2** Aboriginal & Culturally Responsive Pedagogies
- 102095.2** Secondary Professional Practice 3
- 102098.2** 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
- 102093.2** 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
- 102094.2** Secondary Professional Practice 2
- 102085.2** 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
- 102098.2** 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 of 5 or higher for their first four units of study will be invited to enrol in the accelerated mode.

**Semester 1**

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

**Semester 2**

<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102087.1</b>	Secondary Curriculum 1A
<b>102088.1</b>	Secondary Curriculum 1B
<b>102093.2</b>	Secondary Professional Practice 1
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies

**Semester 3**

<b>102090.1</b>	Secondary Curriculum 2A
<b>102091.1</b>	Secondary Curriculum 2B
<b>102094.2</b>	Secondary Professional Practice 2
<b>102095.2</b>	Secondary Professional Practice 3
<b>102098.2</b>	Contemporary Teacher Leadership
<b>102097.1</b>	Researching Teaching & Learning 2

**Mid-year Intake Accelerated Mode**

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

**Semester 1**

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

**Semester 2**

<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102090.1</b>	Secondary Curriculum 2A
<b>102091.1</b>	Secondary Curriculum 2B
<b>102093.2</b>	Secondary Professional Practice 1
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102095.2</b>	Secondary Professional Practice 3

**Semester 3**

<b>102087.1</b>	Secondary Curriculum 1A
<b>102088.1</b>	Secondary Curriculum 1B
<b>102094.2</b>	Secondary Professional Practice 2
<b>102098.2</b>	Contemporary Teacher Leadership
<b>102097.1</b>	Researching Teaching & Learning 2
<b>102085.2</b>	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.

<b>102081.1</b>	Adolescent Development and Teaching
<b>102083.1</b>	Diversity, Social Justice and Learning
<b>102086.1</b>	Designing Teaching and Learning
<b>102096.1</b>	Researching Teaching and Learning 1
<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies
<b>102087.1</b>	Secondary Curriculum 1A
<b>102088.1</b>	Secondary Curriculum 1B
<b>102089.1</b>	Secondary Curriculum 1C
<b>102090.1</b>	Secondary Curriculum 2A
<b>102091.1</b>	Secondary Curriculum 2B
<b>102092.1</b>	Secondary Curriculum 2C
<b>102098.2</b>	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

<b>102081.1</b>	Adolescent Development and Teaching
<b>102083.1</b>	Diversity, Social Justice and Learning
<b>102086.1</b>	Designing Teaching and Learning
<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies

#### Curriculum Area Pathway

##### Secondary Curriculum Units

<b>102089.1</b>	Secondary Curriculum 1C
<b>102092.1</b>	Secondary Curriculum 2C

AND

<b>102093.2</b>	Secondary Professional Practice 1
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Plus one additional unit from

<b>102081.1</b>	Adolescent Development and Teaching
<b>102083.1</b>	Diversity, Social Justice and Learning
<b>102086.1</b>	Designing Teaching and Learning
<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies

Or two additional units from

<b>102081.1</b>	Adolescent Development and Teaching
<b>102083.1</b>	Diversity, Social Justice and Learning
<b>102086.1</b>	Designing Teaching and Learning
<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice

**102085.2** Aboriginal & Culturally Responsive Pedagogies

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

### Graduate Certificate in Education (Curriculum Specialisation)

#### 1846.1

The Graduate Certificate in Education (Curriculum Specialisation) provides a pathway for qualified secondary teachers to expand the number of teaching areas for which they are eligible to teach. Applicants to this course can be either currently working in secondary schools or seeking employment in secondary schools. This course comprises two curriculum units that cover NSW syllabus requirements for Years 7-10 and Years 11-12. In addition, students will undertake one in-school professional experience block and one fully-online leadership unit. Applicants may need to complete up to four non-award undergraduate pre-requisite units to meet the NSW Teacher Standards Authority (previously known as BOSTES) requirement for the area of study.

#### Study Mode

One year part-time.

#### Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Internal

#### Admission

To be eligible to enrol in this course, students must have a secondary teaching qualification. In addition, students may need to complete up to four non-award undergraduate pre-requisite units required by the NSW Teacher Standards Authority secondary teaching area of study. These units can be undertaken at Western Sydney University or any other University.

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.

#### Special Requirements

An Australian university qualification in Secondary Teaching recognised by the NSW Teacher Standards Authority, Working with Children Check, Child Protection Awareness Training, and ASCIA anaphylaxis e-training.

## Course Structure

Qualification for this award requires the successful completion of 40 credit points as per the recommended sequence below.

## Recommended Sequence

### 1H session

- 102090.1** Secondary Curriculum 2A
- 102098.2** Contemporary Teacher Leadership

### 2H session

- 102087.1** Secondary Curriculum 1A
- 102093.1** Secondary Professional Practice 1

## 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 2017 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](mailto: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

##### 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



## 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

- 101827.3** Audiovisual Translation: Subtitling and Captioning

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

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

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

Choose one of

- 101827.3** Audiovisual Translation: Subtitling and Captioning

Audio Description (not yet approved)

### Year 3

#### Autumn session

- 102291.1** Television Sydney (TVS) Internship

#### 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 exit at this point 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 exit at this point 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

##### Or

##### Articulation Point to the Masters of Research

Students who wish to pursue higher study at a doctoral level can use credit from Year 1 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 exit at this point 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 exit at this point 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

##### Or

##### Articulation Point to the Masters of Research

Students who wish to pursue higher study at a doctoral level can use credit from Year 1 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 four 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, although 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

<b>102382.1</b>	Research Project in Philosophy
<b>102384.1</b>	Political Philosophy
<b>102383.1</b>	Topics in the History of Philosophy

#### Spring Session

<b>102380.1</b>	Philosophical Aesthetics
<b>102381.1</b>	Ethics
<b>102379.1</b>	Special Topics in Philosophy

### Full-time Mid year Intake

#### Year 1

#### Spring Session

<b>102380.1</b>	Philosophical Aesthetics
<b>102381.1</b>	Ethics

**102379.1** Special Topics in Philosophy

#### Autumn Session

<b>102382.1</b>	Research Project in Philosophy
<b>102384.1</b>	Political Philosophy
<b>102383.1</b>	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](mailto: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

### 1831.2

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 2017 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 session

One unit from the pool units below

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

##### Spring session

One unit from the pool units below

**102222.1** Applied Practice in Literary Studies and Creative Writing

##### Quarter 4 session

One unit from the pool units below

Students may exit at this point 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 after successfully completing the Year 1 units.

Or

##### Year 2

##### Autumn session

**102255.1** Masters Project

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

One unit from the pool units below

**102222.1** Applied Practice in Literary Studies and Creative Writing

**Quarter 4 session**

One unit from the pool units below

Students may exit at this point 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 session**

One unit from the pool units below

Students may exit at this point 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 after successfully completing the Year 1 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.

**102497.1** Writing and Ideas  
**102498.1** Writing Practice and Tradition  
**102499.1** Writing Process  
**102500.1** Writing and Form  
**102501.1** Writing, Sounds, Images, Texts

The timeline for part-time students over four 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, although this can be determined on a case-by-case basis.

**Graduate Diploma in Literature and Creative Writing (exit only)****1832.2**

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 session**

One unit from the pool units below

**Spring session**

One unit from the pool units below

**102222.1** Applied Practice in Literary Studies and Creative Writing

**Quarter 4 session**

One unit from the pool units below

**Pool Units**

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

**102497.1** Writing and Ideas  
**102498.1** Writing Practice and Tradition  
**102499.1** Writing Process  
**102500.1** Writing and Form  
**102501.1** Writing, Sounds, Images, Texts

## Graduate Certificate in Literature and Creative Writing (exit only)

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### 1833.2

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 session

One unit from the pool units below

##### Pool Units

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

<b>102497.1</b>	Writing and Ideas
<b>102498.1</b>	Writing Practice and Tradition
<b>102499.1</b>	Writing Process
<b>102500.1</b>	Writing and Form
<b>102501.1</b>	Writing, Sounds, Images, Texts

## Master of Arts (Research Studies)/PhD

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### 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

<b>400585.2</b>	Theories of the Social
<b>101854.1</b>	Language and Linguistics Research Methods

#### Research Training component - 40 credit points

<b>400421.2</b>	Research Methods for Humanities and Social Sciences
<b>101297.3</b>	Languages and Linguistics Special Project
<b>400586.2</b>	Integrating Theory, Research and Practice

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

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

<b>100919.2</b>	Investigating Second Language Acquisition
<b>100925.2</b>	Literary Translation

<b>101695.2</b>	Introduction to Interpreting PG
<b>101696.2</b>	Introduction to Translation PG
<b>101697.2</b>	TESOL Methodology and Curricula
<b>400417.2</b>	Epidemiology and Quantitative Methods
<b>101825.3</b>	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. 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

<b>101825.3</b>	English Linguistics for TESOL
<b>101697.2</b>	TESOL Methodology and Curricula
<b>101854.1</b>	Language and Linguistics Research Methods

##### Spring session

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

##### Year 2

##### Autumn session

<b>102336.1</b>	Functional Grammar
<b>102283.1</b>	Multicultural Nonverbal Communication
<b>101698.2</b>	TESOL Internship

##### Spring session

<b>102337.1</b>	TESOL Project
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**Mid Year Intake****Year 1****Spring session**

<b>102335.1</b>	Contexts of TESOL
<b>102325.1</b>	Advanced Academic English Skills
<b>101697.2</b>	TESOL Methodology and Curricula

**Autumn session**

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

**Year 2****Spring session**

<b>101824.3</b>	Second Language Assessment and Testing
<b>100919.2</b>	Investigating Second Language Acquisition
<b>101698.2</b>	TESOL Internship

**Autumn session**

<b>102337.1</b>	TESOL Project
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**Graduate Diploma in TESOL****1801.1**

This course is offered at the Parramatta City 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 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**

<b>101825.3</b>	English Linguistics for TESOL
<b>101697.2</b>	TESOL Methodology and Curricula

Choose one of the following units

<b>101854.1</b>	Language and Linguistics Research Methods
<b>102283.1</b>	Multicultural Nonverbal Communication
<b>102336.1</b>	Functional Grammar

**Spring session**

<b>101824.3</b>	Second Language Assessment and Testing
<b>101698.2</b>	TESOL Internship

Choose one of the following units

<b>100919.2</b>	Investigating Second Language Acquisition
<b>102335.1</b>	Contexts of TESOL
<b>102325.1</b>	Advanced Academic English Skills

**Mid Year Intake****Spring session**

<b>101824.3</b>	Second Language Assessment and Testing
<b>101697.2</b>	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

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#### 1802.1

This course is offered at the Parramatta City 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 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

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#### 1780.2

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 2017 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 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

## Advanced Standing

Students who enter with a degree in a cognate discipline will receive 40 credit points in advanced standing. These students will need to complete the remaining 120 credit points from the Interpreting and Translation pool.

## Admission

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

Applicants must also have an IELTS score of 6.5 or equivalent and have native or near-native proficiency in one of the following languages: Arabic, Mandarin, Japanese, Korean, Spanish, Thai and Vietnamese.

### There are 2 pathways for entry

The native or near-native language proficiency requirement applies to both pathways.

#### Pathway 1

Pathway 1 is for students from cognate disciplines. Students entering the program with an undergraduate degree or postgraduate qualification in Interpreting and/or Translation, or a substantial component of Interpreting and/or Translation in their previous studies (major, specialisation, etc.), will receive advanced standing of 40 credit points. Students then complete 120 credit points from the Interpreting and Translation pool.

#### Credit will be awarded for

- 101695 Introduction to Interpreting PG
- 101696 Introduction to Translation PG
- 102325 Advanced Academic English Skills
- 101825 English Linguistics for TESOL

#### Pathway 2

Pathway 2 is for students from non-cognate disciplines. Students entering the program with an undergraduate or postgraduate qualification in a non-cognate discipline must complete 160 credit points in the Master of Arts Interpreting and Translation Studies.

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 from the Interpreting and Translation pool as per the recommended sequence below.

### Interpreting and Translation Pool

<b>102325.1</b>	Advanced Academic English Skills
<b>101827.3</b>	Audiovisual Translation: Subtitling and Captioning
<b>101868.1</b>	Business Interpreting
<b>101845.1</b>	Community and Social Services Translation (PG)
<b>102167.1</b>	Conference Interpreting
<b>101825.3</b>	English Linguistics for TESOL
<b>102338.1</b>	Intercultural Communication (PG)
<b>102015.1</b>	Interpreting Skills (PG)
<b>101695.2</b>	Introduction to Interpreting PG
<b>101696.2</b>	Introduction to Translation PG
<b>100919.2</b>	Investigating Second Language Acquisition
<b>101854.1</b>	Language and Linguistics Research Methods
<b>101297.3</b>	Languages and Linguistics Special Project
<b>100916.2</b>	Legal Interpreting
<b>100925.2</b>	Literary Translation
<b>100922.2</b>	Medical Interpreting (PG)
<b>100917.2</b>	Specialised Translation (PG)
<b>102524.1</b>	Text Analysis for Translation (PG)
<b>101750.2</b>	Translation Technologies (PG)

#### Note:

Students who enter with a degree in a cognate discipline will receive 40 credit points in advanced standing, and will then need to successfully complete the remaining 120 credit points from the Interpreting and Translation pool. The advanced standing awarded will be:

- 101695 Introduction to Interpreting PG
- 101696 Introduction to Translation PG
- 102325 Advanced Academic English Skills
- 101825 English Linguistics for TESOL

## Recommended Sequence

### Start Year Intake

#### Year 1

##### Autumn session

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

Choose one of

- 101750.2** Translation Technologies (PG)  
**101825.3** English Linguistics for TESOL

##### Spring session

- 102015.1** Interpreting Skills (PG)  
**100922.2** Medical Interpreting (PG)  
**100917.2** Specialised Translation (PG)

Choose one of

- 102524.1** Text Analysis for Translation (PG)  
**102325.1** Advanced Academic English Skills

#### Year 2

##### Autumn session

- 100916.2** Legal Interpreting  
**101868.1** Business Interpreting  
**101854.1** Language and Linguistics Research Methods

Choose one of

- 100925.2** Literary Translation  
**101750.2** Translation Technologies (PG)

##### 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)  
**101827.3** Audiovisual Translation: Subtitling and Captioning

### Mid-year Intake

#### Year 1

##### Spring session

- 101695.2** Introduction to Interpreting PG  
**101696.2** Introduction to Translation PG  
**102524.1** Text Analysis for Translation (PG)

Choose one of

- 102015.1** Interpreting Skills (PG)  
**102325.1** Advanced Academic English Skills  
**102338.1** Intercultural Communication (PG)

#### Autumn session

- 101750.2** Translation Technologies (PG)  
**101845.1** Community and Social Services Translation (PG)  
**101854.1** Language and Linguistics Research Methods  
**101825.3** English Linguistics for TESOL

#### Year 2

##### Spring session

- 100922.2** Medical Interpreting (PG)  
**100917.2** Specialised Translation (PG)  
**102167.1** Conference Interpreting

Choose one of

- 100919.2** Investigating Second Language Acquisition  
**101827.3** Audiovisual Translation: Subtitling and Captioning

##### 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.

Students commencing in 2015 or 2016 refer to 1777.1 - Master of Interpreting and Translation

Students commencing in 2017 refer to 1777.2 - Master of Interpreting and Translation

### 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 session

- 101695.2** Introduction to Interpreting PG

<b>101696.2</b>	Introduction to Translation PG
<b>100916.2</b>	Legal Interpreting
<b>101868.1</b>	Business Interpreting

**Spring session**

<b>A7456.4</b>	Interpreting and Translation Professional Practicum (PG)
<b>100922.2</b>	Medical Interpreting (PG)
<b>102015.1</b>	Interpreting Skills (PG)

One postgraduate unit agreed with the Director Academic Program.

## Graduate Diploma in Translation Studies (exit only)

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**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.

Students commencing in 2015 or 2016 refer to 1777.1 - Master of Interpreting and Translation

Students commencing in 2017 refer to 1777.2 - Master of Interpreting and Translation

**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 session**

<b>101696.2</b>	Introduction to Translation PG
<b>101750.2</b>	Translation Technologies (PG)
<b>101845.1</b>	Community and Social Services Translation (PG)

Choose one of

<b>101695.2</b>	Introduction to Interpreting PG
<b>100925.2</b>	Literary Translation

**Spring session**

<b>A7456.4</b>	Interpreting and Translation Professional Practicum (PG)
<b>100917.2</b>	Specialised Translation (PG)
<b>101827.3</b>	Audiovisual Translation: Subtitling and Captioning

One postgraduate unit agreed with the Director Academic Program.

**Industrial Experience**

Students may use general office space and office equipment during the five 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 Creative Industries

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**1856.1**

This course is offered at the Parramatta City campus.

The Master of Creative Industries 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.

**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

40 credit points (cps) of Advanced Standing is available to local students from a cognate discipline. This means these students will need to complete 120 cps as per Pathway 2 in the course structure below. The 40 cps of units that will be offered for advanced standing are:

- 102519 - Adaptive Leadership, Management and Team Work 20 credit points
- 101426 - Convergent Media Internship 10 credit points;
- 102300 - Foundations of Media Arts and Production (PG) 10 credit points.

## Admission

Applicants must have successfully completed an undergraduate or postgraduate degree in communication, 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, media production, communications, media relations, 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 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 Creative Industries.

Pathway 2 offers students from cognate disciplines advanced standing of 40 credit points. Students complete 120 credit point in the Master of Creative Industries. The 40 cps of units that will be offered for advanced standing are:

- 102519 - Adaptive Leadership, Management and Team Work 20 credit points;
- 101426 - Convergent Media Internship 10 credit points;
- 102300 - Foundations of Media Arts and Production (PG) 10 credit points.

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

### Pathway 1

Pathway 1 is for students from non-cognate disciplines. Students entering the program with an undergraduate qualification in a non-cognate discipline must complete 160 credit points in the Master of Creative Industries from Pathway 1 below.

### Pathway 2

Pathway 2 offers local students from cognate disciplines advanced standing of 40 credit points.

Students will need to complete 120 credit points from Pathway 2 below.

## Recommended Sequence - Pathway 1

### 1.A - February Commencement

#### Year 1

##### Autumn session

- 101423.3** Media Project Proposal  
**102292.1** Strategic Communication

Students may exit with the Graduate Certificate in Creative Industries 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 Creative Industries at this point.

#### Year 2

##### Autumn session

- 102519.1** Adaptive Leadership, Management and Team Work  
**102517.1** Innovation and Entrepreneurship PG

##### Spring session

- 102521.1** Media Research Project  
**101743.2** Mobile Media  
**101962.1** Researching Convergent Media

### 1.B - Mid-year Commencement

#### 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 Creative Industries at this point.



**Autumn session**

**101423.3** Media Project Proposal  
**102292.1** Strategic Communication

Students may exit with the Graduate Diploma in Creative Industries at this point.

**Year 2****Spring session**

**101745.2** Media Project Production  
**102521.1** Media Research Project

**Autumn session**

**102519.1** Adaptive Leadership, Management and Team Work  
**102517.1** Innovation and Entrepreneurship PG

**Recommended Sequence - Pathway 2**

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

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

- 102519 - Adaptive Leadership, Management and Team Work 20 credit points;
- 101426 - Convergent Media Internship 10 credit points;
- 102300 - Foundations of Media Arts and Production (PG) 10 credit points.

**2.A - February Commencement****Year 1****Autumn session**

**101423.3** Media Project Proposal  
**102292.1** Strategic Communication

(Please note: 102292 - Strategic Communication can be taken in either Autumn session - Year 1 or year 2)

**Spring session**

**101745.2** Media Project Production

Choose one of

**101743.2** Mobile Media  
**101962.1** Researching Convergent Media

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

**102517.1** Innovation and Entrepreneurship PG  
**102292.1** Strategic Communication

(Please note: 102292 - Strategic Communication can be taken in either Autumn session - Year 1 or year 2)

**Spring session**

**102521.1** Media Research Project

Choose one of

**101743.2** Mobile Media  
**101962.1** Researching Convergent Media

**2.B - Mid Year Commencement****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 session - Year 1 or year 2)

**Year 2****Spring session**

**101745.2** Media Project Production  
**102521.1** Media Research Project

**Autumn session**

**102517.1** Innovation and Entrepreneurship PG  
**102292.1** Strategic Communication

(Please note: 102292 - Strategic Communication can be taken in either Autumn session - Year 1 or year 2)

**Graduate Diploma in Creative Industries****1857.1**

This course is offered at the Parramatta City campus.

This is a unique Graduate Diploma in Creative Industries 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.

### 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 communication, 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, media production, communications, media relations, design, visual communication, creative arts or multi media.

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 - February Commencement

#### Autumn session

<b>101423.3</b>	Media Project Proposal
<b>102292.1</b>	Strategic Communication

Students can exit with a Graduate Certificate in Creative Industries at this point.

#### Spring session

<b>101745.2</b>	Media Project Production
<b>102300.1</b>	Foundations of Media Arts Production (PG)
<b>101426.2</b>	Convergent Media Internship

### Mid Year - July Commencement

#### Spring session

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

Students can exit with a Graduate Certificate in Creative Industries at this point.

#### Autumn session

<b>101423.3</b>	Media Project Proposal
<b>102292.1</b>	Strategic Communication

## Graduate Certificate in Creative Industries

### 1858.1

This course is offered at the Parramatta City campus.

This is a unique Graduate Certificate in Creative Industries 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 and engagement with the trends, theories and technologies of mobile media. The course offers an entry to the new world of strategic communications, exposure to new research methods and design thinking, and the possibility of a professional internship (where suitable). 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

Three years full time or equivalent work experience in one of the following areas: journalism, public relations, advertising, media production, 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 - February Commencement****Autumn session**

<b>101423.3</b>	Media Project Proposal
<b>102292.1</b>	Strategic Communication

**Mid year - July Commencement****Spring session**

<b>102300.1</b>	Foundations of Media Arts Production (PG)
<b>101743.2</b>	Mobile Media
<b>101962.1</b>	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

#### Autumn session

**100910.3** Music Therapy Method

Choose one of (refer to note above)

**101445.4** Music Therapy Skills 1  
**101446.5** Music Therapy Skills 2

#### Spring session

**100912.4** Music Therapy Theory and Practice 1

Choose one of (refer to note above)

**101443.4** Creative Music Therapy Practicum 1  
**101444.5** Creative Music Therapy Practicum 2

### Year 2

#### Autumn session

**100914.5** Music Therapy Theory and Practice 2

Choose one of (refer to note above)

**101445.4** Music Therapy Skills 1  
**101446.5** Music Therapy Skills 2

#### Spring session

**100911.5** Music Therapy Professional Practice

Choose one of (refer to note above)

**101443.4** Creative Music Therapy Practicum 1  
**101444.5** Creative Music Therapy Practicum 2

## Master of Digital Humanities

### 1836.1

Digital technology is influencing practically every aspect of today's knowledge economy and is driving advances in all sectors of society. Many jobs require broad competencies and understandings of the powerful role of technology in society. There is also an increasing demand for practical computing and software skills including for research and analysis of data. The Master of Digital Humanities, in offering a unique combination of postgraduate units from the School of Humanities and Communication Arts and the School of Computing, Engineering and Mathematics, will allow students to develop practical as well as theoretical skills in this field.

### Study Mode

One and a half years full-time or three 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 communication, arts, information technology, society and culture, or the creative arts

Or

A Diploma in ICT/Computing/IS fields and five years full-time equivalent work experience in Information and Communications Technologies which includes experience in applying skills in: programming; networking; database design and development; systems analysis and design; and project management.

### Additional Information

The course length and structure varies based on the student's previous study background and level, and work experience. Students should refer to the relevant Pathway listed under Course Structure below.

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 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 120 credit points consisting of the units listed in the recommended sequence below

### Humanities and Communication Arts (SHCA) Pool units

Students complete 30 credit points from the following units

<b>102292.1</b>	Strategic Communication
<b>102412.1</b>	Global Digital Futures
<b>101743.2</b>	Mobile Media
<b>102424.1</b>	Cyber Justice

### Computing, Engineering and Mathematics (SCEM) Pool units

Students complete 30 credit points from the following units

<b>301038.2</b>	Programming Proficiency
<b>301045.2</b>	Advanced Topics in User System Interaction
<b>300977.2</b>	Systems Analysis and Database Management Systems
<b>300695.2</b>	Network Technologies

### Recommended Sequence

#### Year 1

##### Autumn session

**101962.1** Researching Convergent Media

One SHCA Pool unit

One SCEM Pool unit

One elective

##### Spring session

**102426.1** Digital Humanities and Research Methods (PG)

**102251.2** Contemporary Issues in Criminal Justice and Policing

One elective

#### Year 2

##### Autumn session

Two SHCA Pool units

Two SCEM Pool units

### Mid-year commencement (Spring)

#### Year 1

##### Spring session

**102426.1** Digital Humanities and Research Methods (PG)

One SHCA Pool unit

One SCEM Pool unit

One elective

##### Autumn session

**101962.1** Researching Convergent Media

One SHCA Pool unit

One SCEM Pool unit

One elective

#### Year 2

##### Spring session

**102251.2** Contemporary Issues in Criminal Justice and Policing

One SHCA Pool unit

One SCEM Pool unit

### Master of Interpreting and Translation

#### 1777.2

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 2017 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 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

**Advanced Standing**

Students who enter with a degree in a cognate discipline will receive 40 credit points in advanced standing. These students will need to complete the remaining 120 credit points from the Interpreting and Translation pool.

**Accreditation**

This course is approved by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Professional level (formerly Level 3). Students who wish to gain NAATI accreditation will need to pass all the units in the course (with a minimum mark of 50/100) and the unit Accreditation Studies (with a minimum mark of 70/100) in at least one mode (i.e. Translation into English, Translation from English, Interpreting). Students who are unable to pass this unit will be able to graduate with the Master of Arts Translation and Interpreting Studies as an alternative exit, provided they pass an alternative unit of 10 credit points.

**Admission**

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

And

Applicants must have an IELTS score of 6.5 or equivalent and have native or near-native proficiency in one of the following languages: Arabic, Mandarin, Japanese, Korean, Spanish, Thai and Vietnamese.

**There are 2 pathways for entry**

The native or near-native language proficiency requirement applies to both pathways.

**Pathway 1**

Pathway 1 is for students from cognate disciplines. Students entering the program with an undergraduate degree or postgraduate qualification in Interpreting and/or Translation, or a substantial component of Interpreting and/or Translation in their previous studies (major, specialisation, etc.), will receive advanced standing of 40 credit points. Students then complete 120 credit points.

**Credit will be awarded for**

- 101695 Introduction to Interpreting PG
- 101696 Introduction to Translation PG
- 101297 Languages and Linguistics Special Project

And one from the following two units:

- 102325 Advanced Academic English Skills
- 101825 English Linguistics for TESOL

**Pathway 2**

Pathway 2 is for students from non-cognate disciplines. Students entering the program with an undergraduate or postgraduate qualification in a non-cognate discipline must complete 160cps in the Master of Interpreting and Translation.

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.

All students must complete the two units listed below and 140 credit points from the Interpreting and Translation pool.

<b>A7456.4</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.3</b>	Accreditation Studies

**Interpreting and Translation Pool**

<b>102325.1</b>	Advanced Academic English Skills
<b>101827.3</b>	Audiovisual Translation: Subtitling and Captioning
<b>101868.1</b>	Business Interpreting
<b>101845.1</b>	Community and Social Services Translation (PG)
<b>102167.1</b>	Conference Interpreting
<b>101825.3</b>	English Linguistics for TESOL
<b>102338.1</b>	Intercultural Communication (PG)
<b>102015.1</b>	Interpreting Skills (PG)
<b>101695.2</b>	Introduction to Interpreting PG
<b>101696.2</b>	Introduction to Translation PG
<b>101854.1</b>	Language and Linguistics Research Methods
<b>101297.3</b>	Languages and Linguistics Special Project
<b>100916.2</b>	Legal Interpreting
<b>100925.2</b>	Literary Translation
<b>100922.2</b>	Medical Interpreting (PG)
<b>100917.2</b>	Specialised Translation (PG)
<b>102524.1</b>	Text Analysis for Translation (PG)
<b>101750.2</b>	Translation Technologies (PG)

**Note:**

Students who enter with a degree in a cognate discipline will receive 40 credit points in advanced standing, and will then need to successfully complete the remaining 100 credit points from the Interpreting and Translation pool. The advanced standing awarded will be:

- 101695 Introduction to Interpreting PG
- 101696 Introduction to Translation PG
- 101297 Languages and Linguistics Special Project

And one of the following two units:

- 102325 Advanced Academic English Skills
- 101825 English Linguistics for TESOL

**Recommended Sequence****Year 1****Autumn session**

<b>101695.2</b>	Introduction to Interpreting PG
<b>101696.2</b>	Introduction to Translation PG
<b>101845.1</b>	Community and Social Services Translation (PG)

Choose one of

<b>101750.2</b>	Translation Technologies (PG)
<b>101825.3</b>	English Linguistics for TESOL

**Spring session**

<b>100922.2</b>	Medical Interpreting (PG)
<b>100917.2</b>	Specialised Translation (PG)
<b>102015.1</b>	Interpreting Skills (PG)

Choose one of

<b>102524.1</b>	Text Analysis for Translation (PG)
<b>102325.1</b>	Advanced Academic English Skills

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

<b>100916.2</b>	Legal Interpreting
<b>101868.1</b>	Business Interpreting

Two units from the Interpreting and Translation Pool

**Spring session**

<b>A7456.4</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.3</b>	Accreditation Studies

Two units from the Interpreting and Translation Pool

**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, Korean, Thai, Vietnamese 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

<b>101695.2</b>	Introduction to Interpreting PG
<b>101696.2</b>	Introduction to Translation PG
<b>100916.2</b>	Legal Interpreting
<b>101868.1</b>	Business Interpreting

### Spring session

<b>A7456.4</b>	Interpreting and Translation Professional Practicum (PG)
<b>100922.2</b>	Medical Interpreting (PG)
<b>102015.1</b>	Interpreting Skills (PG)
<b>101482.3</b>	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, Korean, Thai, Vietnamese 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

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

**Spring session**

<b>A7456.4</b>	Interpreting and Translation Professional Practicum (PG)
<b>101482.3</b>	Accreditation Studies
<b>100917.2</b>	Specialised Translation (PG)
<b>101827.3</b>	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

**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:

An undergraduate degree or postgraduate qualification in any discipline

Native or near native proficiency in one of the following languages: Arabic, Japanese, Mandarin, Korean, Thai, Vietnamese and Spanish.

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

International applicants must apply directly to 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**

<b>101695.2</b>	Introduction to Interpreting PG
<b>101696.2</b>	Introduction to Translation PG

And 20 credit points from the pool units below

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

<b>101695.2</b>	Introduction to Interpreting PG
<b>101696.2</b>	Introduction to Translation PG

And 20 credit points from the pool units below

**Pool Units**

<b>101827.3</b>	Audiovisual Translation: Subtitling and Captioning
<b>101868.1</b>	Business Interpreting
<b>101845.1</b>	Community and Social Services Translation (PG)
<b>102167.1</b>	Conference Interpreting
<b>102338.1</b>	Intercultural Communication (PG)
<b>102015.1</b>	Interpreting Skills (PG)
<b>101854.1</b>	Language and Linguistics Research Methods
<b>101297.3</b>	Languages and Linguistics Special Project
<b>100916.2</b>	Legal Interpreting
<b>100925.2</b>	Literary Translation
<b>100922.2</b>	Medical Interpreting (PG)
<b>100917.2</b>	Specialised Translation (PG)
<b>102524.1</b>	Text Analysis for Translation (PG)
<b>101750.2</b>	Translation Technologies (PG)



## Master of Translation and TESOL

### 1816.1

The TESOL units of this course will be offered at the Parramatta City campus. 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

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

##### Spring session

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

#### Year 2

##### Autumn session

<b>101825.3</b>	English Linguistics for TESOL
<b>101697.2</b>	TESOL Methodology and Curricula

Choose one of

<b>101854.1</b>	Language and Linguistics Research Methods
<b>102283.1</b>	Multicultural Nonverbal Communication
<b>102336.1</b>	Functional Grammar

##### Spring session

<b>101824.3</b>	Second Language Assessment and Testing
<b>101698.2</b>	TESOL Internship

Choose one of

<b>100919.2</b>	Investigating Second Language Acquisition
<b>102335.1</b>	Contexts of TESOL
<b>102325.1</b>	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	
Parramatta Campus	Full Time	Internal
Parramatta 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:

- Hold a qualification as detailed below
- Submit a portfolio of work and CV directly to the School
- Attend a group Interview on campus

#### 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@westernsydney.edu.au](mailto:ssap@westernsydney.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  
**102355.1** Foundations of Psychotherapy and Counselling 2  
**102356.1** Integrating Arts and Therapy

##### Year 2

##### 1H Session

- 101784.2** Clinical Studies (Art Therapy)

##### Autumn Session

Note: In this course 102357 Ethics and Diversity replaces 102175 Research in the Social Sciences (102175 will count towards course completion for students who have previously passed this unit).

- 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)

- 102358.1** Practising Research and Researching Practice

##### Spring Session

- 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

- 102355.1** Foundations of Psychotherapy and Counselling 2  
**102356.1** Integrating Arts and Therapy

##### Year 3

##### 1H session

- 101784.2** Clinical Studies (Art Therapy)

##### 2H Session

- 101785.2** Further Clinical Studies (Art Therapy)

##### Year 4

##### Autumn Session

Note: In this course 102357 Ethics and Diversity replaces 102175 Research in the Social Sciences (102175 will count towards course completion for students who have previously passed this unit).

- 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

- 102358.1** Practising Research and Researching Practice

##### Spring Session

- 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
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 consisting of the units listed in the recommended sequence below.

#### Recommended Sequence

##### Full-time

##### Year 1

##### Autumn Session

<b>101303.2</b>	Art Therapy: Histories, Theories, Groups
<b>102353.1</b>	Foundations of Psychotherapy and Counselling 1

##### Spring Session

<b>102354.1</b>	Art Therapy: Approaches and Applications
<b>102355.1</b>	Foundations of Psychotherapy and Counselling 2
<b>102356.1</b>	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
Parramatta Campus	Full Time	Internal

Campus	Attendance	Mode
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 consisting of the units listed in the recommended sequence below.

#### Recommended Sequence

##### Full-time

##### Year 1

##### Autumn Session

<b>101303.2</b>	Art Therapy: Histories, Theories, Groups
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##### Spring Session

<b>102354.1</b>	Art Therapy: Approaches and Applications
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## 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. To be considered for admission an indicative academic achievement based on entry in previous years is a grade point average of 5.5 or higher, or an undergraduate honours level of class 2 upper level (2A or 2.1 Honours).

Applicants must:

- Hold an Australian Psychology Accreditation Council (APAC) accredited four-year undergraduate Psychology degree or equivalent.
- Be eligible for provisional registration with the Psychology Board of Australia
- Arrange for completion and submission of referees reports
- 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 and Professional Referee Reports

Academic and Professional referee reports are to be provided via the Post-Graduate Programs Reference Request System.

Click the link below or copy and past this url: <http://www.psychologyreference.org>

## 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. Click the UAC link below.

International students applying to The University through the International Office need to have their applications submitted by 31 October of each year. Applications will then be assessed and if academic and English proficiency criteria are met then students may be offered an interview. Positions for the Master of Clinical Psychology Program will be offered based on criteria including outcomes from academic criteria, English proficiency and the interview. Details of minimum English proficiency requirements and acceptable proof can be found on the international office website.

Overseas qualifications must be deemed by the Australian Psychological Society 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

<b>101810.2</b>	Core Skills and Ethical Practice
<b>102400.1</b>	Assessment: Cognitive Functions
<b>101812.2</b>	Clinical Psychopathology 1
<b>101213.3</b>	Psychological Interventions 1

##### Spring session

<b>101813.2</b>	Clinical Psychopathology 2
<b>101210.3</b>	Child Clinical Psychology
<b>101214.3</b>	Psychological Interventions 2
<b>101814.2</b>	Clinical Research Methods

#### 2H Session

<b>101815.2</b>	Clinic Placement A
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#### Year 2

##### Autumn session

<b>101817.3</b>	Clinical Neuropsychology and Psychopharmacology
<b>101220.2</b>	Clinical Health Psychology



**1H session**

<b>101816.1</b>	Clinic Placement B
<b>101818.4</b>	Professional Placement 1
<b>101819.3</b>	Professional Placement 2
<b>101820.3</b>	Professional Placement 3
<b>101239.3</b>	Applied Research Project

**2H session**

<b>101239.3</b>	Applied Research Project
<b>101818.4</b>	Professional Placement 1
<b>101819.3</b>	Professional Placement 2
<b>101820.3</b>	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](mailto: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**

<b>102353.1</b>	Foundations of Psychotherapy and Counselling 1
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**Spring session**

<b>102355.1</b>	Foundations of Psychotherapy and Counselling 2
<b>102364.1</b>	Counselling and Psychotherapy Practice

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

<b>102365.1</b>	Clinical Studies in Psychotherapy and Counselling
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**2H session**

<b>102366.1</b>	Further Clinical Studies in Psychotherapy and Counselling
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## Graduate Certificate in Counselling

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### 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](mailto: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

**102355.1** Foundations of Psychotherapy and Counselling 2  
**102364.1** Counselling and Psychotherapy Practice

## Graduate Diploma in Psychology

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### 1796.2

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 2017 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.

Entry into the School's APAC-accredited 4th year programs in psychology is limited to students who have completed an approved accredited three year undergraduate sequence in psychology (or an approved accredited bridging sequence such as the Graduate Diploma of Psychological Studies) in the last 10 years. In addition, students must have obtained an Average Admission Mark of a credit average (65+ in the Western Sydney University grading system) in Level 2 and 3 units with a majority of Credit or higher grades in Level 2 and 3 psychology units (or the equivalent to Level 2 and 3

at other institutions). Entry into the program may be restricted due to supervisory capacity.

This one year, 80 credit point, fee-paying program comprises one-semester units on advanced topics in psychology, psychological assessment and intervention, and counselling and consultation, as well as a yearlong research methods seminar, and a year long empirical research project. Students work in groups with a research supervisor on a common project, and individually write a major research report on the project and its findings.

The award is offered on Bankstown Campus. For those students who meet entry requirements, this award provides an accredited fourth-year of study enabling registration as a provisional psychologist with the Psychology Board of Australia.

### 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

Entry into the School's APAC-accredited 4th year programs in psychology is limited to students who have completed an approved accredited three year undergraduate sequence in psychology (or an approved accredited bridging sequence such as the Graduate Diploma of Psychological Studies) in the last 10 years. In addition, students must have obtained an Average Admission Mark of a credit average (65+ in the Western Sydney University grading system) in Level 2 and 3 units with a majority of Credit or higher grades in Level 2 and 3 psychology units (or the equivalent to Level 2 and 3 at other institutions).

Entry into the Graduate Diploma in Psychology is restricted by supervisory capacity. Limited places are available in this course and meeting the admission criteria does not guarantee entry. Eligible students are selected in order of merit based on their Average Admission Mark in Level 2 and 3 units. There is no provision for deferring an offer of a place.

The School is skilled at evaluating student transcripts. However, the onus will be on applicants with irregular studies to prove they have an accredited three-year psychology sequence in their undergraduate degree to gain admission to the program and would typically be required to produce a letter from their Head of School to this effect.

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

#### Year 1

##### 1H session

- 100983.5** Research Methods Seminar
- 100488.5** Empirical Research Project

##### Autumn Session

- 101541.4** Advanced Topics in Psychology
- 101247.4** Counselling and Consultation

##### 2H session

- 100983.5** Research Methods Seminar
- 100488.5** Empirical Research Project

##### Spring session

- 101420.3** 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.

### Recommended Sequence

Units run concurrently on both Bankstown and Penrith Campus.

#### Full-time

Units offered at Bankstown and Penrith Campus

#### Year 1

##### Autumn session

<b>101184.3</b>	Psychology: Human Behaviour
<b>100013.3</b>	Experimental Design and Analysis
<b>101684.4</b>	Brain and Behaviour
<b>101680.4</b>	Perception

##### Spring session

<b>101676.3</b>	Human Learning
<b>101678.4</b>	Motivation and Emotion
<b>101683.3</b>	Social Psychology
<b>101677.4</b>	Cognitive Processes

#### Year 2

##### Summer session - (Bankstown campus only)

<b>101681.4</b>	Abnormal Psychology
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##### Autumn session

<b>101679.3</b>	Personality
<b>101689.3</b>	Advanced Research Methods
<b>101682.5</b>	Developmental Psychology

##### Spring session

<b>101681.4</b>	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

<b>101184.3</b>	Psychology: Human Behaviour
<b>101680.4</b>	Perception



**Spring session**

<b>101676.3</b>	Human Learning
<b>101678.4</b>	Motivation and Emotion

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

<b>100013.3</b>	Experimental Design and Analysis
<b>101684.4</b>	Brain and Behaviour

**Spring session**

<b>101683.3</b>	Social Psychology
<b>101677.4</b>	Cognitive Processes

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

<b>101689.3</b>	Advanced Research Methods
<b>101682.5</b>	Developmental Psychology
<b>101679.3</b>	Personality

**Spring session**

<b>101681.4</b>	Abnormal Psychology
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(this unit is also offered in Summer)

**Master of Planning****1712.2**

This course is offered at the Parramatta City campus. 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.

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 Planning is a two year course in urban and regional planning. 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**

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



**2H session**

**102177.2** Advanced Social Research Methods

**Spring session**

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

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

**102040.2** Master of Social Science Thesis

**Autumn session**

**101635.2** Urban Planning Placement Project  
**102069.1** Heritage and Planning

**2H session**

**102040.2** Master of Social Science Thesis

**Spring session**

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

Master's Level Elective

**Recommended Sequence: Mid-year Entry (Spring)****Year 1****Spring session**

**102180.2** Translation from Theory and Research to Policy  
**101636.2** Developing Sustainable Places  
**101315.3** Financing Cities in the Global Economy  
**101314.3** Urban Management Practice: Governance and Power in the City

**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

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

**102040.2** Master of Social Science Thesis  
**102177.2** Advanced Social Research Methods

**Spring session**

Master's Level Elective

**1H session**

**102040.2** Master of Social Science Thesis

**Autumn session**

**101635.2** Urban Planning Placement Project  
**102069.1** Heritage and Planning

**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

**Accreditation**

The objective of the Master of Professional Psychology is to provide one year full time training in the professional practice of psychology sufficient to prepare students for a final year of supervised internship to complete registration requirements.

**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. To be considered for admission an indicative academic

achievement based on entry in previous years is a grade point average of 5 or higher.

Applicants must

- Hold an Australian Psychology Accreditation Council (APAC) accredited four-year undergraduate Psychology degree or equivalent.
- Be eligible for provisional registration with the Psychology Board of Australia
- Arrange for completion and submission of referees reports via the HODSPA reference request system
- 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.

No deferrals will be accepted for this course.

#### Academic and Professional referee reports

can be downloaded from the HODSPA reference request system

#### Additional Information for successful applicants

There are some additional requirements you must meet before you can start your Clinical work as detailed in the following 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 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 need to have their applications submitted by 31 October of each year. Applications will then be assessed and if academic and English proficiency criteria are met then students may be offered an interview. Positions for the Master of Clinical Psychology Program will be offered based on criteria including outcomes from academic criteria, English proficiency and the interview. Details of minimum English proficiency requirements and acceptable proof can be found on the international office website.

Overseas qualifications must be deemed by the Australian Psychological Society to be equivalent to Australian

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

#### Special Requirements

\* 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 80 credit points which include the units listed below.

#### Recommended sequence

##### Year 1

##### Autumn session

<b>101810.2</b>	Core Skills and Ethical Practice
<b>102359.2</b>	Assessment: Psychological Practice
<b>102360.2</b>	Core Therapeutic Modalities
<b>102362.2</b>	Psychopathology: Theory and Practice

##### Spring session

<b>102361.2</b>	Advanced Therapeutic Modalities
<b>102400.1</b>	Assessment: Cognitive Functions
<b>102363.2</b>	Forensic Psychology: Theory and Practice
<b>101814.2</b>	Clinical Research Methods
<b>101818.4</b>	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

<b>102353.1</b>	Foundations of Psychotherapy and Counselling 1
<b>102357.1</b>	Ethics and Diversity in Research and Therapy
<b>102370.1</b>	Integrated Practice 1: Self and Story

#### 2H session

<b>102358.1</b>	Practising Research and Researching Practice
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#### Spring session

<b>102355.1</b>	Foundations of Psychotherapy and Counselling 2
<b>102364.1</b>	Counselling and Psychotherapy Practice
<b>102371.1</b>	Integrated Practices 2: Affliction and Recovery

#### Year 2

##### 1H session

<b>102365.1</b>	Clinical Studies in Psychotherapy and Counselling
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##### Autumn session

<b>102372.1</b>	Integrated Practices 3: Emotions, Embodiment and Connection
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##### 2H session

<b>102366.1</b>	Further Clinical Studies in Psychotherapy and Counselling
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##### Spring session

<b>102178.2</b>	Critical and Creative Enquiry
<b>102373.1</b>	Integrated Practices 4: Self and Relationships

## Master of Social Science

### 1770.1

This course is offered at the Parramatta City 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 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 session

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

One Specialisation unit

#### Spring session

- 102180.2** Translation from Theory and Research to Policy  
**102177.2** 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 session

- 102040.2** Master of Social Science Thesis

#### Autumn session

- One Specialisation unit  
 One Specialisation unit

#### 2H session

- 102040.2** Master of Social Science Thesis

#### Spring session

- 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.

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.

#### Year 1

##### Autumn Session

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

And one Specialisation / Alternate unit from the Master of Social Science

##### Spring session

- 102180.2 Translation from Theory and Research to Policy
- 102177.2 Advanced Social Research Methods
- 102181.2 Nation, Power and Difference

And one Specialisation / Alternate unit from the Master of Social Science

### Graduate Certificate in Social Science

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#### 1772.1

This course is offered at the Parramatta City 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 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)

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#### 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.

#### 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

This course is provisionally accredited by the Australian Association of Social Workers (AASW).

## Admission

Applicants must have successfully completed an undergraduate degree in the areas of Health, Education or Society and Culture, with a minimum of eight (8) units completed in psychology or sociology.

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

<b>102390.1</b>	Social Work Practice Methods 1
<b>102179.1</b>	Theories of the Social
<b>102175.1</b>	Research in the Social Sciences
<b>102176.1</b>	Theories of Difference and Diversity

#### Spring session

<b>102391.1</b>	Social Work (Qualifying) Field Education 1
<b>102177.2</b>	Advanced Social Research Methods
<b>102392.1</b>	Leadership in Organisations

### Year 2

#### Autumn session

<b>102393.1</b>	Power and Marginalisation
<b>102394.1</b>	Contextualised Practice
<b>102395.1</b>	Critical Social Work Practice
<b>102396.1</b>	Social Work Practice Methods 2

## Spring session

<b>102397.1</b>	Social Work (Qualifying) Field Education 2
<b>102398.1</b>	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

<b>101633.2</b>	Managing Cities: History and Theory
<b>101634.2</b>	Planning and Environmental Regulation
<b>101635.2</b>	Urban Planning Placement Project
<b>102069.1</b>	Heritage and Planning

##### Spring session

<b>101636.2</b>	Developing Sustainable Places
<b>101315.3</b>	Financing Cities in the Global Economy
<b>101314.3</b>	Urban Management Practice: Governance and Power in the City
<b>101637.2</b>	Urban Research Report

### Full-time: Mid-year Entry (Spring)

#### Year 1

##### Spring session

<b>101636.2</b>	Developing Sustainable Places
<b>101315.3</b>	Financing Cities in the Global Economy
<b>101314.3</b>	Urban Management Practice: Governance and Power in the City
<b>101635.2</b>	Urban Planning Placement Project

##### Autumn session

<b>101633.2</b>	Managing Cities: History and Theory
<b>101634.2</b>	Planning and Environmental Regulation
<b>102069.1</b>	Heritage and Planning
<b>101637.2</b>	Urban Research Report

### Part-time

#### Year 1

##### Autumn session

<b>101633.2</b>	Managing Cities: History and Theory
<b>101635.2</b>	Urban Planning Placement Project

### Spring session

<b>101636.2</b>	Developing Sustainable Places
<b>101314.3</b>	Urban Management Practice: Governance and Power in the City

### Year 2

#### Autumn session

<b>101634.2</b>	Planning and Environmental Regulation
<b>102069.1</b>	Heritage and Planning

#### Spring session

<b>101315.3</b>	Financing Cities in the Global Economy
<b>101637.2</b>	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)

#### Full-time: Mid-year Entry (Spring)

##### Year 1

##### 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)

##### Autumn session

- 101633.2** Managing Cities: History and Theory  
**101634.2** Planning and Environmental Regulation  
**101635.2** Urban Planning Placement Project

### 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: Start-year entry (two units per session)

##### Year 1

##### Autumn session

<b>101633.2</b>	Managing Cities: History and Theory
<b>101634.2</b>	Planning and Environmental Regulation

##### Spring session

Choose two of

<b>101636.2</b>	Developing Sustainable Places
<b>101315.3</b>	Financing Cities in the Global Economy
<b>101314.3</b>	Urban Management Practice: Governance and Power in the City

#### Full-time: Mid-year entry (Spring) (two units per session)

##### Year 1

##### Spring session

Choose two of

<b>101636.2</b>	Developing Sustainable Places
<b>101315.3</b>	Financing Cities in the Global Economy
<b>101314.3</b>	Urban Management Practice: Governance and Power in the City

##### Autumn session

<b>101633.2</b>	Managing Cities: History and Theory
<b>101634.2</b>	Planning and Environmental Regulation

#### Part-time (one unit per session)

##### Year 1

##### Autumn session

Choose one of

<b>101633.2</b>	Managing Cities: History and Theory
<b>101634.2</b>	Planning and Environmental Regulation

##### Spring session

Choose one of

<b>101636.2</b>	Developing Sustainable Places
<b>101315.3</b>	Financing Cities in the Global Economy
<b>101314.3</b>	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

<b>101633.2</b>	Managing Cities: History and Theory
<b>101634.2</b>	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

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### Postgraduate Specialisation - Studies in Art Therapy

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#### 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

<a href="#">101303.2</a>	Art Therapy: Histories, Theories, Groups
<a href="#">102354.1</a>	Art Therapy: Approaches and Applications

### Postgraduate Specialisation - Studies in Counselling

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#### ST1001.1

#### Location

Campus	Mode
Parramatta Campus	Internal

#### Specialisation Structure

Qualification for this award requires the successful completion of the core units from 1770-Master of Social Science and including the Studies in Counselling Specialisation units listed below.

#### Studies in Counselling Specialisation Units

##### Autumn session

<a href="#">102353.1</a>	Foundations of Psychotherapy and Counselling 1
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##### Spring session

<a href="#">102355.1</a>	Foundations of Psychotherapy and Counselling 2
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#### [102364.1](#) Counselling and Psychotherapy Practice

#### Please note:

The units listed below count towards completion of the specialisation for students who may have passed these units in 2015 or earlier.

101506 - Counselling 1

101507 - Counselling 2

### Postgraduate Specialisation - Development, Security and Sustainability

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#### 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

<a href="#">101895.1</a>	Political Economy of Development
<a href="#">101896.1</a>	Development and Security
<a href="#">101897.1</a>	Development for Equality
<a href="#">101636.2</a>	Developing Sustainable Places

### Postgraduate Specialisation - Policing Leadership

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#### 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 - 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

<b>101891.1</b>	Contemporary Policing Practice
<b>101892.1</b>	Executive Leadership in Policing
<b>101893.1</b>	Governance and Accountability in Policing Practice
<b>101894.1</b>	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 - 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

<b>101633.2</b>	Managing Cities: History and Theory
<b>101314.3</b>	Urban Management Practice: Governance and Power in the City
<b>101636.2</b>	Developing Sustainable Places
<b>101315.3</b>	Financing Cities in the Global Economy
<b>102069.1</b>	Heritage and Planning
<b>101634.2</b>	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

<b>102176.1</b>	Theories of Difference and Diversity
<b>102181.2</b>	Nation, Power and Difference
<b>101897.1</b>	Development for Equality
<b>102183.1</b>	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

<b>102194.2</b>	Social Research in the Digital World
<b>301116.1</b>	Social Media Intelligence
<b>301044.1</b>	Data Science
<b>102253.1</b>	Digital Social Research in Action

## 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

<b>102198.1</b>	Transnational Crime
<b>102199.1</b>	Violence, Culture and Criminal Justice
<b>102200.1</b>	Global Criminology and Human Rights
<b>101896.1</b>	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

<b>102201.1</b>	Contemporary Theories of Religion and Society
<b>102202.1</b>	Religion and Law in Contemporary Public Discourse
<b>101897.1</b>	Development for Equality
<b>102183.1</b>	Diversity in Practice

## Units

### 101681.4 Abnormal Psychology

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

#### Assumed Knowledge

A basic understanding of core concepts of personality, social and developmental psychology

#### Prerequisite

**101184.3** Psychology: Human Behaviour

#### 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.

### 102085.2 Aboriginal & Culturally Responsive Pedagogies

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

#### Corequisite

**102087.1** Secondary Curriculum 1A OR **102090.1** Secondary Curriculum 2A

#### Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary) and must have successfully completed 40 credit points from within 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 and 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.

### 101482.3 Accreditation Studies

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

#### Assumed Knowledge

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

#### 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.

### 102519.1 Adaptive Leadership, Management and Team Work

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

#### Prerequisite

**101423.3** Media Project Proposal AND **101745.2** Media Project Production

#### Special Requirements

Students may be enrolled in any Postgraduate course in the second year of study; students are encouraged to elect into this unit, for example from ICT, Computer Science, Business Studies, MBA, Advertising, Para-medicine etc.

The creative industries present many opportunities and challenges for leaders, managers and team members. This unit covers the emerging and effective discipline of Adaptive Leadership and the specificity of development and application of effective techniques for leading creative and/ or technical teams, to identify strengths and expertise within



teams; and to ensure all participants reach their full innovative potential. The unit also looks at Management techniques and methods, both for managing innovative, creative teams, and also for driving innovation itself, such as in the R&D sectors and in the commodification of IP. The creative industries are inherently and increasingly cross-disciplinary, with this industry sector offering many leading team strategies and methods that are at the forefront of innovation debates. This unit will draw on current industry and psychological methods for effective, inclusive, strong cross-disciplinary team work. To this end, there is also a focus on project management tools and methods, advanced budgeting tools, effective planning, legals and contracts.

### **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, or enrolled in the Master of Inclusive Education.

#### **Special Requirements**

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics, 1830 Graduate Certificate in Primary Mathematics Education or 1720 Master of Inclusive 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.

### **102486.1 Addressing Diversity in Science Teaching and Learning**

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

#### **Assumed Knowledge**

A basic understanding of differentiated instruction, features of positive classroom environments, and outcomes of the primary science syllabus is desirable.

#### **Special Requirements**

Students must be enrolled in 1845 Graduate Certificate in Primary Science Education.

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The purpose of this unit is for students to develop knowledge of science teaching for primary aged children of science with additional needs and diverse linguistic and cultural backgrounds. Students will explore a range of needs, including gender issues with science learning, EAL/D backgrounds, learning difficulties, and gifted and talented abilities, and identify strategies to respond to those needs with specific instructional plans. In addition, students will

learn to implement culturally relevant and context-based pedagogies in primary science education.

### **102081.1 Adolescent Development and Teaching**

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

#### **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 real situational 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.

### **102177.2 Advanced Social Research Methods**

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

#### **Assumed Knowledge**

Completion of 102175 Research in the Social Sciences or an equivalent Post Graduate level unit that lays the foundations for undertaking research at Post Graduate level



**Prerequisite**

**102175.1** Research in the Social Sciences

**Special Requirements**

Students must be enrolled in a postgraduate course.

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From 2016 this unit is replaced by 102358-Practising Research and Researching Practice for students enrolled in 4595-Master of Art Therapy only. 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.

**301045.2 Advanced Topics in User System Interaction**

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

**Incompatible Units**

300570 - Human-Computer Interaction; 300901 - Human-Computer Interaction (Advanced)

**Special Requirements**

Students must be enrolled in 3698 Master of Information and Communications Technology (Advanced), 3699 Master of Information and Communications Technology, 3700 Graduate Diploma in Information and Communications Technology, 3701 Graduate Certificate in Information and Communications Technology, 3702 Master of Information and Communications Technology (Research), 1836 Master of Digital Humanities or 2761 Master of Business Administration.

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The domain of User System Interaction or also known as Human Computer Interaction (HCI) dictates that IT graduates must be able to develop and evaluate interfaces that not only look professional but are usable, functional and accessible. This post graduate unit also examines HCI as a field of research and discusses novel areas of research in the area. Students in this unit will be required to complete a research project alongside a literature review document both of which comprise of content that is of a standard of being able to be considered for publication and/or presentation in a HCI conference or journal.

**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 or the coursework component of 8108 - Doctor of Philosophy/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.

### **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 needs 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 Master of Teaching (Primary) program, or Master of Teach (Birth to 12) or enrolled in the Master of Inclusive Education or a qualified primary teacher.

#### **Special Requirements**

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics, 1830 Graduate Certificate in Primary Mathematics Education or 1720 Master of Inclusive 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.

### 102488.1 Assessment and Intervention for Science Learning

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

#### Assumed Knowledge

A basic understanding of classroom assessment practices, features of positive classroom environments, and outcomes of the primary science syllabus is desirable.

#### Special Requirements

Students must be enrolled in 1845 Graduate Certificate in Primary Science Education.

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The purpose of this unit is for students to be informed of different types of diagnostic, formative, and summative assessment strategies used in primary science contexts. Examination of assessment methods and resources will help teachers develop a comprehensive philosophy of assessment in primary science. Students will develop skills in adapting instructional units to incorporate a research-based assessment system, become familiar with strategies to analyse assessment data, and design interventions in response to assessment data.

### 102400.1 Assessment: Cognitive Functions

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

#### Equivalent Units

101811 - Psychological Assessment, 101207 - Psychological Assessment 1

#### Special Requirements

Students must be 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.

### 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

#### Special Requirements

Students must be currently enrolled in a post graduate program.

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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.

### 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

#### Special Requirements

Students must be currently enrolled in a post graduate program.

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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.

### 102102.2 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). Note: Students in the 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) must have completed 100 credit points before enrolling in this unit.

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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 of a Working with Children Check number. iii. Email the letter with a valid Working With Children Check number to [enrolments@westernsydney.edu.au](mailto:enrolments@westernsydney.edu.au) to facilitate processing of a school placement. 2. Students must also attend Child Protection Awareness Training 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 email their certificate to [Anaphylaxisprm@westernsydney.edu.au](mailto:Anaphylaxisprm@westernsydney.edu.au) 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 awareness 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](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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This introductory placement unit is designed to train students in the development of foundational knowledge-application, skills, relationship and attitude competencies essential to becoming a clinical psychologist. The placement will provide students with direct client contact under close and intensive clinical supervision. Systematic video recording of client sessions and constructive feedback from supervisors will ensure that competencies are shaped in a supportive but pedagogically sound manner. The placements will occur in the University's training Clinic at its Penrith Campus and will prepare students for further clinical training at external placements.

### 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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This introductory placement unit is designed to train students in the development of foundational knowledge-application, skills, relationship and attitude competencies essential to becoming a clinical psychologist. The placement will provide students with direct client contact under close and intensive clinical supervision. Systematic video recording of client sessions and constructive feedback from supervisors will ensure that competencies are shaped in a supportive but pedagogically sound manner. The placements will occur in the University's training Clinic at its Penrith Campus and will prepare students for further clinical training at external placements.

### 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.

### 101817.3 Clinical Neuropsychology and Psychopharmacology

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

#### Prerequisite

**102400.1** Assessment: Cognitive Functions

#### 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 or 8108- Doctor of Philosophy/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.

### 101784.2 Clinical Studies (Art Therapy)

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

#### Assumed Knowledge

Knowledge of art therapy theory and practice and counselling theory and practice.

#### Prerequisite

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

#### Equivalent Units

101508 - Clinical Studies

#### Special Requirements

Criminal Record Check and Prohibited Employment Declaration which are completed on enrolment in 4595 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 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.

### 102365.1 Clinical Studies in Psychotherapy and Counselling

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

#### Assumed Knowledge

Knowledge of counselling theory and practice and professional practice in a clinical context.

#### Prerequisite

**102353.1** Foundations of Psychotherapy and Counselling 1 AND **102355.1** Foundations of Psychotherapy and Counselling 2 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.

### 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. Students must be currently enrolled in a post graduate program.

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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 of a Working with Children Check number. iii. Email the letter with a valid Working with Children Check number to [enrolments@westernsydney.edu.au](mailto:enrolments@westernsydney.edu.au) to facilitate processing of a school placement. 2. Students must also attend Child Protection Awareness Training 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 email their certificate to [EcAnaphylaxis@westernsydney.edu.au](mailto:EcAnaphylaxis@westernsydney.edu.au). 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 awareness 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\\_yearsbirth\\_to\\_12\\_years](http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_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

Must be enrolled in 1780 Master of Arts Translation and Interpreting Studies, 1602 Graduate Certificate in Interpreting and Translation, 1777 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.

### **102251.2 Contemporary Issues in Criminal Justice and Policing**

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

#### **Special Requirements**

Students will have successfully completed 60 credit points toward their degree at Level 1 and 60 credit points at Level 2. This unit is restricted to students enrolled in courses 1662/1844 Bachelor of Policing; 1709 Bachelor of Criminal and Community Justice; 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work; 1734 Bachelor of Policing (Leadership Program) & 2767 Bachelor of Criminal and Community Justice/Bachelor of Laws.

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In this unit, students will consider some of the contemporary issues faced by the criminal justice system and the possible solutions to these real world problems. Using knowledge and skills drawn from their experience and study in their degree, students will be required to explore the issue and develop potential solutions. In this way, the unit aims to develop skills in problem analysis and managing the practical constraints faced by social scientists working in applied criminal justice and policing settings.

### **101891.1 Contemporary Policing Practice**

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

#### **Special Requirements**

Eligible students who have completed 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 will receive Advanced standing for this unit.

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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.

### **102098.2 Contemporary Teacher Leadership**

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

#### **Corequisite**

**102094.1** Secondary Professional Practice 2

#### **Special Requirements**

Students must be enrolled in 1714 Master of Teaching (Secondary) and have successfully completed 100 credit points and must have completed or be completing unit 102094 Secondary Professional Practice 2 OR students must be enrolled in 1846 Graduate Certificate in Education (Curriculum Specialisation). 1.1. 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 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 Council Agency that offers RMS services prior to issuance by mail a Working with Children Check number. iii. Submit the letter with a valid Working With Children Check number to a Student Central Office or scan and email a copy to enrolments@westernsydney.edu.au 2. Students must also attend a School of Education Child Protection Awareness Training prior to undertaking any visits/placements. Students who have not completed School of Education Child Protection Awareness Training 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. Students 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. Students will collect evidence in an e-portfolio to demonstrate they meet the Australian Professional Standards for Teachers at the graduate level. The e-portfolio that began in 102086 Designing Teaching and Learning continued throughout each unit of the Master of Teaching (Secondary). In this reflective e-portfolio evidence will be collected on the impact of secondary students' learning.

### **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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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.

### 102394.1 Contextualised Practice

**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 is informed by, and negotiated through, policy, legislative and ethical frameworks. This unit focuses on how these frameworks influence and shape social work practice in Australia and provides an opportunity for students to critically reflect upon their power, responsibilities and obligations. In this unit, students will acquire the knowledge and skills to advocate for marginalised and disadvantaged individuals and groups through activism and advocacy and, work for social justice change through reform of legislation and policy.

### 101426.2 Convergent Media Internship

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

#### Assumed Knowledge

Broad understanding of convergent media forms and processes. Students need extensive knowledge of the convergent media landscape and local industries to successfully research, prepare and undertake their Internships.

#### Special Requirements

Students must be enrolled in the following courses - Master of Convergent Media, Graduate Diploma in Convergent Media, Graduate Certificate of Convergent Media, Master of Creative Industries, Graduate Diploma in Creative Industries or Graduate Certificate in Creative Industries.

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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.

### 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, 1500 Bachelor of Psychology or 1834 Bachelor of Psychology. All enrolling students must have met the minimum requirements for entry into fourth year of the Australian Psychological 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 a postgraduate course. Students must be enrolled in 1827 - Master of Arts (Creative Arts) or Maste of Research.

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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.

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This unit focuses on the clinical practice of Creative Music Therapy. Students apply their coursework studies to music therapy practice through working, under supervision, with adults or children with disabilities or in other areas of clinical work deemed suitable. In addition, practical applications of various music therapy techniques are taught. Students are required to critically reflect on the clinical experience 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.

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In this unit, students on placement provide music therapy to adults in aged care or in a psychiatric setting, or any other population group deemed appropriate. A student may work alone but will receive in-depth supervision from an RMT. Students are expected to work effectively within a multidisciplinary team. Students will compose and record an instrumental piece for therapy.

### **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).

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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 be enrolled in 1827 Master of Arts (Creative Arts) or the Master of Research.

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.

### 102178.2 Critical and Creative Enquiry

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

#### Assumed Knowledge

Introductory knowledge of theory and research methodology

#### Prerequisite

**102357.1** Ethics and Diversity in Research and Therapy

#### Corequisite

**102358.1** Practising Research and Researching Practice

#### 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 psychotherapy and 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)

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.

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.

### 102424.1 Cyber Justice

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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This subject explores the evolving relationship between digital technology, justice and crime. How are the temptations and risks associated with harmful or illicit behaviour being re-shaped by information and communication technologies, by social media and the computer networks that increasingly hold organisations together? Cyber crime is typically understood as use of information and communication technologies to assist in the commission of other crimes, actions that target computer networks or software, or new offences that could only exist with the technology. Cyber justice meanwhile emphasises the use of information and communication technologies to improve access to justice and the efficiency of justice procedures, not just to deal with cyber crime. How does the law keep up with the emergence of new crimes and technology-enhanced versions of old ones, and how do forensic investigators and analysts contribute to this process? The subject examines how justice processes and spaces, as well as criminal networks and strategies, are being reimagined to take advantage of the new technologies.

### 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 students possess the capacity to develop secondary students' abilities to engage in real world problem solving and collaborate meaningfully through emerging technologies. Students will collect evidence in an e-portfolio to demonstrate they meet the Australian Professional Standards for Teachers at the graduate level. Students begin their e-portfolio in 102086 Designing Teaching and Learning and continue to collect evidence throughout their Master of Teaching (Secondary) course. In this reflective e-portfolio evidence will be collected on the impact of. A final submission of the e-portfolio will be made in the unit 102098 Contemporary Teacher Leadership.

## 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.

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.

## 102426.1 Digital Humanities and Research Methods (PG)

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

### Special Requirements

Students must be enrolled in a postgraduate course.

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This unit investigates the methodological possibilities of digital technologies for interdisciplinary humanities and social sciences research. It covers several major digital research methods, exploring previous applications and examining their orientations and implications. Digital research methods and applications may include digitisation, online curation, visualisation, network analysis, geographical information systems, data mining and simulation. In the context of these, the unit will probe histories of technology and knowledge production, the evolution of digital texts and practices, and issues in contemporary culture such as digital design, gamification, virtual identity, and digital rights.

## 102253.1 Digital Social Research in Action

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

### Assumed Knowledge

Knowledge of digital social research

### Special Requirements

Students must be enrolled in a postgraduate course.

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This unit engages students in the practices of digital social research through a simulation of a professional research consultancy. Students will construct and apply a digital social science approach for an internal or external client brief. Students will engage with client and stakeholder needs through their role as a consultant as they carry out the digital social research project for their client. In doing so, students engage with the ethical and moral implications of using digital social data and discover the opportunities to apply and communicate digital social research methods in real world settings.

### 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.

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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.

### 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.

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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

Students must be enrolled in a postgraduate course.

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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

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

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.

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.

### **102148.1 Engaging Communities**

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

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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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.

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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.

#### 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 who have completed 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 will receive Advanced standing for this unit.

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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.

### 102300.1 Foundations of Media Arts Production (PG)

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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.

### 102355.1 Foundations of Psychotherapy and Counselling 2

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

#### Prerequisite

**102353.1** Foundations of Psychotherapy and Counselling 1

#### Equivalent Units

101507 - Counselling 2

#### 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.

Foundations of Psychotherapy and Counselling 2 presents and critically evaluates the major theoretical paradigms of counselling and psychotherapy. These include; psychoanalytic /psychodynamictherapies; humanistic psychotherapies; behavioural and cognitive behavioural therapies; systemic therapies; constructivist/ postmodern therapies; and expressive therapies. Students will consider the assumptions about human development and behaviour that are central to each of these ways of working, as well as their underlying 'theory of change'. Students will also be introduced to common ways that clients present with psychological difficulties, and will explore various clinical responses to such client issues. These issues will be explored considering intrapsychic, relational and life stressor factors. Students will consider how presenting issues relate to the norms and extremes of various personality types, and what consideration should be given to life-stages in understanding client problems.

### 102336.1 Functional Grammar

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

#### Equivalent Units

100722 - Functional Grammar

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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 completed 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.

### 102412.1 Global Digital Futures

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

#### Equivalent Units

102299 - Text, Media and Memory

#### Special Requirements

Students must be enrolled in a postgraduate masters course or a Research course.

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This unit explores how innovation in the digital era is transforming society on a global scale. Reflecting on examples drawn from around the world, students learn about the latest trends in communication, media, computing and the knowledge economy. Current and future directions are surveyed in the context of contemporary issues such as big data, digital identity and privacy, social media and crowdsourcing, gaming and visualisation, geographical information systems, virtual environments and artificial intelligence.

### 101893.1 Governance and Accountability in Policing Practice

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

#### Special Requirements

Eligible students who have completed 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 will receive Advanced standing for this unit.

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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.

### 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.

### 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.

### 102517.1 Innovation and Entrepreneurship PG

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

#### Prerequisite

**101423.3** Media Project Proposal AND **101745.2** Media Project Production

#### Special Requirements

Students must be enrolled in a postgraduate course. Any postgraduate coursework students in the second year of study are encouraged to elect into this unit, for example from ICT, Computer Science, Business Studies, MBA, Advertising etc.

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This unit focuses on current trends and issues in innovation and entrepreneurship in the creative industries with a strong focus on small to media enterprises (SME), ventures within existing business and within government. The unit addresses methodologies for innovation, such as design-thinking and futuring; the role and efficacy of public and private incubators; the forms, foundations, qualities and capacity of entrepreneurship and business development strategies; and the role of networking and industry partnerships, with a focus on the capacities of social media to effect change in markets and partnerships, and business development strategies.. The unit covers existing 'new' business models and emerging trends, such as social entrepreneurship and co-working spaces. The unit builds on previous capstone units Media Project Proposal and Media Project Production in introducing further methods for creative ideation with a focus on technology.

### 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

Students 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

#### Corequisite

**102355.1** Foundations of Psychotherapy and Counselling 2

#### Special Requirements

Students 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.

### 102372.1 Integrated Practices 3: Emotions, Embodiment and Connection

**Credit Points** 20 **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 AND **102355.1** Foundations of Psychotherapy and Counselling 2 AND **102364.1** Counselling and Psychotherapy Practice AND **102371.1** Integrated Practices 2: Affliction and Recovery

#### Corequisite

**102365.1** Clinical Studies in Psychotherapy and Counselling

#### Special Requirements

Students must be enrolled in 1817 M Psychotherapy and Counselling.

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This unit presents and explores ways of working therapeutically with trauma. The interpersonal neurobiologists' focus of Mind/Body connection features in detail in this unit. Work with emotions, embodiment and the counsellor/client relationship as instruments of therapeutic change will be considered. Students will learn what it means to be a trauma-sensitive therapist and develop techniques and methods for working across the spectrum of trauma responses including dissociation. A range of psychotherapeutic models will feature such as somatic therapies, sensorimotor psychotherapy, emotionally focused therapy, and notions of 'felt sense'. Complementary modes of healing, such as mindfulness, breathwork and the practices of yoga and meditation will be considered for what they can offer to a trauma-informed approach to therapy. Students will develop skills in working with emotions and nonverbal communication, as well as recognizing how the 'spoken' incorporates the physical.

### 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 successfully completed 120 credit points 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

#### Corequisite

**102397.1** Social Work (Qualifying) Field Education 2

#### Special Requirements

Students must be enrolled in 1792 Master of Social Work (Qualifying)

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

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

### 102338.1 Intercultural Communication (PG)

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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 need to 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)

#### Special Requirements

Students must be enrolled in a postgraduate course.

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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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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

#### **Special Requirements**

Students must be currently enrolled in a post graduate program.

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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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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This unit is intended for Linguistics Honours students as well as TESOL and Interpreting and Translation Postgraduate students aiming to provide a focused theoretical and research framework in the area of second language acquisition (SLA) from a psycholinguistic viewpoint. This unit widens the theoretical and methodological basis of students intending to undertake further studies and/or research in the Linguistics and SLA area and also serves the TESOL and languages teachers interested in applying SLA-based knowledge to language learning, pedagogy and classroom research.

### **101802.1 Investigating with Mathematics, Science and Technology**

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

#### **Equivalent Units**

101104 - Mathematics, Science & Technology 0-8



**Special Requirements**

Students must be enrolled in an Education program and must have completed a Working with Children Check or Prohibited Employment Declaration.

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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, Teaching and Educational Standards syllabus documents that align with the Australian Curriculum. Students must satisfactorily complete the School of Education Numeracy TASK as part of the requirements of this unit.

**101854.1 Language and Linguistics Research Methods**

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

**Equivalent Units**

A7444 - Language and Linguistics Research Methods

**Special Requirements**

Students must be enrolled in a postgraduate course.

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This unit aims to help postgraduate students acquire the knowledge and skills to design and carry out a research project in the field of Languages and Linguistics (i.e. Contrastive Linguistics, Sociolinguistics, Language-in-Education Planning, First and Second Language Acquisition, Interpreting and Translation, Discourse Analysis and Descriptive Linguistics). It includes theoretical and practical work in specific areas of research in Languages and Linguistics.

**101297.3 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.

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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.

**102108.2 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). Note: ). Students must have completed 40 credit points in 1783 Master of Teaching (Birth – 5 Years) or 80 credit points in 1670 Bachelor of Education Birth – 5 Years) to enrol in this unit.

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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)

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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

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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

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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

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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.

### **102487.1 Leading Science in the Primary School**

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

#### **Assumed Knowledge**

A basic understanding of planning units of work, features of positive classroom environments, and outcomes of the primary science syllabus is desirable.

#### **Special Requirements**

Students must be enrolled in 1845 Graduate Certificate in Primary Science Education.

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The purpose of this unit is for students to engage in leadership practices and theory associated with an expert primary science teacher. Students will evaluate curriculum resources and consider strategies for integrating science with other disciplines in primary teaching contexts. Students will develop their capacity for leading science professional learning experiences and innovation to other educators.

### **102158.1 Learning and Teaching in Challenging Contexts**

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

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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

#### **Special Requirements**

Students must be currently enrolled in a post graduate program.

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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)

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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. Students must be enrolled in a postgraduate course.

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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. Students must be enrolled in a postgraduate course.

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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. 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. Email the letter with a valid Working With Children Check number to enrolments@westernsydney.edu.au. Where students already have a current Working with Children Check evidence of this must be submitted as above.

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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 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

Students must be enrolled in a postgraduate course. Year 1 (coursework) of the Master of Arts in Continental Philosophy (80 credit points)

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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

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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. Students must be enrolled in a postgraduate course.

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This unit offers an individual, or group of, student(s) the opportunity to develop, produce and evaluate a Media



Project developed in the Media Project Proposal Unit. The project production will cover implementation and evaluation issues relevant to media products. The final product is intended to be a significant new media project prototype. Individual students can negotiate the project of their choice, but this should be based on the Media Project Proposal (or equivalent) developed in the Spring Semester, or first half of semester if you are a full time student. A 5,000 word report forms part of the assessment.

### 101423.3 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 course.

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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.

### 102521.1 Media Research Project

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

#### Prerequisite

**101962.1** Researching Convergent Media

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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.

### 100922.2 Medical Interpreting (PG)

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

#### Equivalent Units

A7460 - Medical Interpreting

#### Special Requirements

Students must be enrolled in a postgraduate course.

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

### 101743.2 Mobile Media

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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The proliferation of the mobile device and the evolution of mobile networks has profoundly changed the social and interpersonal sphere and the global media landscape. This unit combines both theory and practice to engage with Mobile Communications and Society: the cultural, family and interpersonal consequences of mobile communication and its effect on every day life, social cohesion, political and economic activities, social development and change, and Mobile Media: current media production and distribution platforms, practices and trends. This unit includes the production of content for distribution via mobile devices.

### 102283.1 Multicultural Nonverbal Communication

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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 1650 Master of Creative Music Therapy.

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Music Therapy Method provides a background to the historical development and theoretical underpinnings of music therapy worldwide with an emphasis on Creative Music Therapy. 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 1650 Master of Creative Music Therapy.

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

### **101445.4 Music Therapy Skills 1**

**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 practicum workplace.

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

### **101446.5 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 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**

Students must be enrolled in a postgraduate course.

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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.

### 300695.2 Network Technologies

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

#### Assumed Knowledge

The students should be familiar with the fundamentals of computer architecture and programming principles. They should also have a working knowledge of the World Wide Web.

#### Equivalent Units

300254 Network Technology and Data Communications

#### Special Requirements

Students must be enrolled in a postgraduate course.

Computer networking is probably among the fastest growing technologies of our times. The Internet interconnects millions of computers providing many new exciting opportunities and challenges. The Internet and the World Wide Web have provided the communication and infrastructure needed for global collaboration and information exchange. As a result of the rapid growth of networked systems and the diverse applications that run on them, success in many professions depends on a sound understanding of the technologies underlying these systems and applications. This unit explores these issues further and provides the students with such an understanding. It covers the principles and current practices pertinent to computer networking and communications. It describes some of the important technologies and devices used in modern networks for information distribution and data sharing. The unit helps the students to understand important relevant models, protocols and standards in networking and internetworking.

### 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)

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).

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.

### 101680.4 Perception

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

#### Prerequisite

**101183.3** Psychology: Behavioural Science

#### Equivalent Units

100022 - Biological Psychology and Perceptual Processes

#### Special Requirements

The pre-requisite unit does not apply to students enrolled in 1630 Graduate Diploma of Psychological Studies.

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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

### **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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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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

#### **Equivalent Units**

300708 - Planning and Development Control

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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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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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.

### **102393.1 Power and Marginalisation**

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

#### **Special Requirements**

Students must be enrolled in 1792 Master of Social Work (Qualifying).

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This unit complements theoretical frameworks introduced in Difference and Diversity to explore issues of power and marginalisation through the experiences of Aboriginal and Torres Strait Islander peoples, mental health consumers, children and young people, and people with disability. Practice and policy responses that challenge or reinforce power and marginalisation are explored.



### 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**

Students 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).

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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**

For Students enrolling in 2H 2015: Only 1651 Bachelor of Arts (Pathway to Primary Teaching) students who are in their final semester on Bansktown 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 of a Working with Children Check number. iii. Email the letter with a valid Working with Children Check number to [enrolments@westernsydney.edu.au](mailto:enrolments@westernsydney.edu.au) to facilitate processing of a school placement. 2. Students must also attend Child Protection Awareness training 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 email their certificate to [PrmAnaphylaxis@westernsydney.edu.au](mailto:PrmAnaphylaxis@westernsydney.edu.au) 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 TASK and Numeracy TASK, Child Protection Awareness 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](http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_primary)

### 102074.3 Primary Professional Practice 2

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

#### Prerequisite

**102073.2** 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 of a Working with Children Check number. iii. Email the letter with a valid Working with Children Check number to [enrolments@westernsydney.edu.au](mailto:enrolments@westernsydney.edu.au) to facilitate processing of a school placement. 2. Students must also attend Child Protection Awareness Training 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 email their certificate to [PrmAnaphylaxis@westernsydney.edu.au](mailto:PrmAnaphylaxis@westernsydney.edu.au) 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 the final Professional Experience placement in this unit.

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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 national Literacy and Numeracy TEST, Child Protection Awareness 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/](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. Email the letter with a valid Working With Children Check number to [enrolments@westernsydney.edu.au](mailto:enrolments@westernsydney.edu.au). Where students already have a current Working with Children Check evidence of this must be submitted as above. 2. Students must also attend Child Protection Awareness Training 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 email their certificate to [SecAnaphylaxis@westernsydney.edu.au](mailto:SecAnaphylaxis@westernsydney.edu.au). 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,  
101622 - Professional Portfolio

#### 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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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 national Literacy and Numeracy TEST prior to undertaking the final Professional Experience placement in this unit, Child Protection Awareness 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\\_yearsbirth\\_to\\_12\\_years](http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_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 of a Working with Children Check number. iii. Email the letter with a valid Working with Children Check number to [enrolments@westernsydney.edu.au](mailto:enrolments@westernsydney.edu.au) to facilitate processing of a school placement. 2. Students must also attend Child Protection Awareness Training 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 email their certificate to [EcAnaphylaxis@westernsydney.edu.au](mailto:EcAnaphylaxis@westernsydney.edu.au). 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 TASK, Child Protection Awareness 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](http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years).

### 102111.2 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 of a Working with Children Check number. iii. Email the letter with a valid Working with Children Check number to [enrolments@westernsydney.edu.au](mailto:enrolments@westernsydney.edu.au) to facilitate processing of a school placement. 2. Students must also attend Child Protection Awareness Training 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 to [EcAnaphylaxis@westernsydney.edu.au](mailto:EcAnaphylaxis@westernsydney.edu.au). 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 awareness 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\\_years/birth\\_to\\_12\\_years](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).

### 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

Note: Pre-requisite unit 101815 Clinical Placement A does not apply for students enrolled in 1814 Master of Professional Psychology. To enrol in this unit, students must also be enrolled in courses 1546 Master of Psychology (Clinical Psychology), 1812 Master of Clinical Psychology or 1814 Master of Professional Psychology. All 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 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. MPP 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 courses listed below.

### 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.

### 301038.2 Programming Proficiency

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

#### Special Requirements

Students must be enrolled in a postgraduate course. Students require access to a computer and Internet at home.

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This unit is aimed at the students whose undergraduate study is in a discipline other than computing or information technology. This unit first covers the programming

fundamentals on data types, conditional selections and loop structures, and then further develops the problem solving skills through the use of user-defined functions, records, files, as well as the basic concept and techniques of object-oriented programming. A high level programming language is employed to implement all the problem solutions.

### 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.

### 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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From 2016 this unit replaced by 102357 - Ethics and Diversity in Research and Therapy for students enrolled in 4595-Master of Art Therapy only. This unit provides foundational skills and knowledge for research in the Social Sciences including contemporary developments such as digital and online research. It introduces 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; the processes by which knowledge is created through research; and the purposes to which knowledge is applied in the Social Sciences. Finally, the unit focusses on developing student's skills and knowledge for developing research questions and research proposals.



### **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

### **102375.1 Research Methods in the Creative Arts**

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

#### **Assumed Knowledge**

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.

### **102382.1 Research Project in Philosophy**

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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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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.

### **102075.2 Researching and Developing Engaging Pedagogies**

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

#### **Prerequisite**

**102076.1** Teaching and Learning in Classrooms

#### **Corequisite**

**102074.2** Primary Professional Practice 2

#### **Special Requirements**

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary). Students must satisfactorily complete the national Literacy and Numeracy TEST prior to undertaking this unit.

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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.

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The contemporary media landscape is characterised by the breakdown of traditional media silos and the transformation of media production and consumption practices. Media, marketing and creative professionals are now required to understand and connect with their audiences across multiple media platforms. The aim of this unit is to provide students with an historical, geopolitical and theoretical introduction to convergent media theory and practice/s. Using current media theory, design theories, and research methodologies, students will select, analyse and contextualise case studies. 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

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This unit enables students to engage in research practice in their area of interest or specialisation. The unit contributes to the development of deep insights into the application of research in practice and diverse research methodologies. Students will develop skills in analysing, critiquing, and synthesising the literature in a relevant research area. Their evaluation of research literature will provide the basis of a self-directed research plan that employs appropriate research methods and tools to investigate a question of personal and/or professional relevance. The project will be conducted in the unit 102163 Professional Project.

## 102097.1 Researching Teaching & Learning 2

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

### Prerequisite

**102096.1** Researching Teaching and Learning 1

### Special Requirements

Successful completion of 90 credit points in the 1714 Master of Teaching (Secondary).

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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.

## 102096.1 Researching Teaching and Learning 1

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

### Special Requirements

Students must be enrolled in 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.

## 102485.1 Science for Contemporary Learners

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

### Assumed Knowledge

A basic understanding of primary learners' cognitive development, features of positive classroom environments, and outcomes of the primary science syllabus is desirable.

### Special Requirements

Students must be enrolled in 1845 Graduate Certificate in Primary Science Education.

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The purpose of this unit is for students to investigate how primary-age children think scientifically and develop knowledge of the natural world, and explore constructivist strategies for teaching primary science aligned to current reform efforts. An emphasis will be placed on understanding the essential features of inquiry-based pedagogies, scientific practices, and the role of creativity, coding, and technology in teaching and learning science. Students will apply their understandings of learning and constructivist pedagogies to the design of a series of primary science lessons.

## 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

### Special Requirements

Students must be enrolled in a postgraduate course.

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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) or 1846 Graduate Certificate in Education (Curriculum Specialisation). Students in 1714 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 have successfully completed 20 credit points.

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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 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 either 1714 Master of Teaching (Secondary) or 1846 Graduate Certificate in Education (Curriculum Specialisation). Students in 1714 must 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

Student 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 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 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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### 102093.2 Secondary Professional Practice 1

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

#### Prerequisite

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

#### 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) or 1846 Graduate Certificate in Education (Curriculum Specialisation). Students in 1714 must have successfully completed 40 credit points including 102081 Adolescent Development and Teaching, 102083 Diversity, Social Justice and Learning, 102086 Designing Teaching and Learning and 102096 Researching Teaching and Learning. Students in 1714 and 1846 are 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 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 received with a valid Working With Children Check number to a Student Central Office or scan and email a copy to enrolments@westernsydney.edu.au to facilitate processing of a school placement. 2. Students must have satisfactorily completed the School of Education Child Protection Awareness Training prior to undertaking any visits/placements. Students who have not completed School of Education Child Protection Awareness Training will need to withdraw from the unit. 3. Students must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central or email their certificate to AnaphylaxisSec@westernsydney.edu.au 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 students to the philosophical, ethical, practical and pedagogical perspectives of becoming a teacher in diverse, contemporary educational settings. The unit requires students 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 students as reflective practitioners who possess deeply-held commitments to quality education for students and high order communication competencies. In-school experience is a mandatory component of the Master of Teaching course. The preparation for and evaluation of school-based experiences will be integral to this unit. Students must satisfactorily complete the School of Education Academic Literacy TASK, Numeracy TASK, Child Protection Awareness Training and Working with Children check, and obtain anaphylaxis certification prior to placement in a secondary school. Students must complete any additional undergraduate units as required by the Board of Studies, Teaching and Educational Standards (BOSTES) subject content requirements for teaching area one prior to enrolment in the unit 102093 Professional Practice 1. 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](http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_secondary)

**102094.2 Secondary Professional Practice 2**

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

**Prerequisite**

**102093.2** 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 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

Units

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)

### 102095.2 Secondary Professional Practice 3

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

#### Equivalent Units

101075 - Professional Experience 3

#### Special Requirements

Students must be enrolled in 1714 Master of Teaching (Secondary). 1. 1. Pre-service Teachers are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer. Pre-service Teachers 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. Pre-service Teachers must also attend a Child Protection Workshop prior to undertaking any visits/placements. Pre-service Teachers who have not completed Child Protection will need to withdraw from the unit. 3. Pre-service Teachers must complete the ASCIA anaphylaxis e-training and register their certificate with Student Central. Certificates will be required when entering early childhood settings. 4. Pre-service Teachers must meet the Inherent Requirements for the Master of Teaching (Secondary).

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Secondary Professional Practice 3 is the third Professional Practice unit of the Master of Teaching (Secondary). This unit incorporates a ten-day academic service learning placement. It is designed to develop sustainable practical knowledge and skills that supplement those developed in the other Professional Practices. This unit is based on the principle of broadening and deepening Pre-service Teachers' understandings of contemporary issues confronting the wider education community. A diverse range of alternative educational settings beyond traditional secondary school contexts (including intrastate, interstate and international contexts) are utilised in Secondary Professional Practice 3 to provide a deep perspective for future secondary teachers beyond curriculum matters and engage with holistic schooling processes. The unit requires

Pre-service Teachers to design their own engaging program from the range of available strands. Pre-service Teachers negotiate their settings and inquiry-based projects for Secondary Professional Practice 3 to suit their needs, interests, expertise and communities. Pre-service Teachers must have satisfactorily completed 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

Students must be enrolled in a postgraduate course. 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.

### 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.

### **102397.1 Social Work (Qualifying) Field Education 2**

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

#### **Prerequisite**

**102390.1** Social Work Practice Methods 1

#### **Special Requirements**

Students must be enrolled in 1792 Master of Social Work (Qualifying) and have current National Police Check; Current Working with Children Check; and for Health-based placements only, NSW Health Vaccinations Compliance.

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Social Work (Qualifying) Field Education 2 incorporates the final social work placement (600 hours) and will consolidate the experiences gained from both field placements. It will further assist students to clearly articulate their frame of reference within a critically reflective practice framework, before entering employment. 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**

Students must be 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)

.....

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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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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

### Special Requirements

Students must be enrolled in a postgraduate course. Students need to be bilingual in the language combinations offered by the School.

.....

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

Students must be enrolled in a postgraduate course. It is available as an elective for students from other schools as per course discussions with School of Business, School of Computing, Engineering and Mathematics, School of Medicine, Graduate Research School.

.....

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.

### 300977.2 Systems Analysis and Database Management Systems

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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The main purpose of this unit is to provide students with an opportunity to gain knowledge and experience of developing a business information system in a systematic way. This unit examines the general methodology of systems development life cycle, including different phases and various modeling techniques. The unit specialises in the development of a full systems analysis and design documentation by using system development methodologies, including data analysis and modeling methods. It extensively covers database design techniques

where students will use a set of business rules obtained from requirements and use case analysis, and database implementation using a commercial database management system. At the same time, student learning, intercommunication and collaborative working skills are enhanced by student participation in tutorial presentations and group assignments.

### 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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### 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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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Focusing on the process of teaching English as a second or other language, the unit provides students with knowledge about approaches to teaching necessary to plan, design and evaluate curricula most appropriate to the needs of different learners. Students will develop skills in action research to facilitate critical evaluation of their teaching practices as independent professionals.

### 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

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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.

### 102524.1 Text Analysis for Translation (PG)

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

#### Assumed Knowledge

Practice in translation and learning of translation strategies at introductory level units of Master of Interpreting and Translation, or equivalent knowledge.

### Special Requirements

Students must be enrolled in 1777 Master of Interpreting and Translation or 1780 Master of Arts Translation and Interpreting Studies

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The unit provides support for students in the postgraduate Interpreting and Translation programs to develop their analysis skills of the texts they will confront in their translation work. It is a bilingual unit, that is texts in both English and the respective Language Other Than English (i. e. Spanish, Chinese, Arabic, Japanese, Vietnamese, Korean, Thai) will be analysed to reveal the structures of meaning and linguistic and contextual features of the texts. It encourages close readings of source texts, understanding where extra-textual knowledge is relevant, and identifying essential meaning components underlying surface linguistic features.

### 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.

### 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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### 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.

.....

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.

### 102104.2 Theorising Play

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

#### Equivalent Units

101647 Play development and learning

#### Special Requirements

Students must be enrolled in 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).

.....

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 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. Students will apply their knowledge of theory and research to undertake a case study of a child and make recommendations for practice. Students must complete the WSU's online Child Protection Awareness Training before undertaking the Case Study.

### 102383.1 Topics in the History of Philosophy

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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

.....

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

Students must be enrolled in a postgraduate course.

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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

#### Special Requirements

Students must be currently enrolled in a post graduate program.

.....

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.

.....

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.

.....

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.

.....

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.

### 101894.1 Working with Offending Behaviour: Integrating Theory to Practice

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

### Special Requirements

Eligible students who have completed 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 will receive Advanced standing for this unit.

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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.

### 102500.1 Writing and Form

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

#### Equivalent Units

102259 - Search (Translation)

#### Special Requirements

Students must be enrolled in 1831 - Master of Arts in Literature and Creative Writing and 8083 - Bachelor of Research Studies

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Literature has always involved playing with language and shaping words into specific forms. The European avant-gardes of the 1910s, 20s and 30s set out to sweep aside traditional forms and valued kinds of playing that many authorities of the day regarded as childish. This unit will examine the interactions of play and form in experimental writing. It will explore the ways in which literary experimentation can be constructive as well as iconoclastic. It will also locate fruitful points of contact between literature and scientific knowledge, using the idea of searching or quest (for meanings and forms) as a guiding metaphor. While focus from year to year might change the unit has focused, for example on the work of the Surrealists and the Oulipo group.

### 102497.1 Writing and Ideas

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

#### Equivalent Units

102256 - Idea (Conceiving Experience)

#### Special Requirements

Students must be enrolled in 1831 - Master of Arts in Literature and Creative Writing or 8083 - Bachelor of Research Studies

.....

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.

### 102498.1 Writing Practice and Tradition

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

#### Equivalent Units

102257 - Word (Literary Traditions)

#### Special Requirements

Students must be enrolled in 1831 - Master of Arts in Literature and Creative Writing or 8083 - Bachelor of Research Studies

.....

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.

### 102499.1 Writing Process

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

#### Equivalent Units

102258 - World (Art and Nature)

#### Special Requirements

Students must be enrolled in 1831 - Master of Arts in Literature and Creative Writing or 8083 - Bachelor of Research Studies

.....

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 focus on method and process in writing. In doing this it will engage with ideas from a number of areas, including science, philosophy, and literary theory in considering particular aspects of both our interaction with world, and how it shapes us, and the manner in which art shapes and forces itself upon the world. A specific theme related to the process of creation in art will be addressed.

### 102501.1 Writing, Sounds, Images, Texts

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

#### Equivalent Units

102260 - Display (Sounds, Images, Text)

#### Special Requirements

Students must be enrolled in 1831 - Master of Arts in Literature and Creative Writing and 8083 - Bachelor of Research Studies

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This unit will involve a reflection on practice-based research in the arts. It will involve a consideration of how various art-forms might interact and inform one another. There will, then, be a focus on interdisciplinary interaction in the arts: across music, visual arts, and writing, with a strong interest in the potentials of new media. Throughout we will make comparisons with the relationship between sound and text in film, and in the media more broadly.

## Index for courses by course code order

Course	Description	Page	Course	Description	Page
			<b>1830.1</b>	Graduate Certificate in Primary Mathematics Education	17
<b>1602.5</b>	Graduate Certificate in Interpreting and Translation	48	<b>1831.2</b>	Master of Arts in Literature and Creative Writing	30
<b>1630.2</b>	Graduate Diploma of Psychological Studies	57	<b>1832.2</b>	Graduate Diploma in Literature and Creative Writing (exit only)	31
<b>1647.5</b>	Graduate Diploma in Counselling	55	<b>1833.2</b>	Graduate Certificate in Literature and Creative Writing (exit only)	32
<b>1648.5</b>	Graduate Certificate in Counselling	56	<b>1836.1</b>	Master of Digital Humanities	43
<b>1650.1</b>	Master of Creative Music Therapy	42	<b>1845.1</b>	Graduate Certificate in Primary Science Education	18
<b>1674.2</b>	Master of Urban Management and Planning	65	<b>1846.1</b>	Graduate Certificate in Education (Curriculum Specialisation)	22
<b>1675.1</b>	Graduate Diploma in Urban Management and Planning	66	<b>1856.1</b>	Master of Creative Industries	38
<b>1676.2</b>	Graduate Certificate in Urban Management and Planning	67	<b>1857.1</b>	Graduate Diploma in Creative Industries	40
<b>1687.3</b>	Master of Arts (Research Studies)/PhD	32	<b>1858.1</b>	Graduate Certificate in Creative Industries	41
<b>1700.2</b>	Graduate Certificate in Art Therapy (exit only)	53	<b>4595.8</b>	Master of Art Therapy	51
<b>1712.2</b>	Master of Planning	59	<b>4596.4</b>	Graduate Diploma in Art Therapy (exit only)	53
<b>1714.1</b>	Master of Teaching (Secondary)	19			
<b>1715.1</b>	Graduate Diploma in Educational Studies (Secondary) (exit only)	21			
<b>1716.1</b>	Graduate Certificate in Educational Studies (Secondary) (exit only)	21			
<b>1720.2</b>	Master of Inclusive Education	1			
<b>1721.1</b>	Graduate Certificate in Inclusive Education	2			
<b>1722.2</b>	Graduate Diploma in Inclusive Education (exit only)	2			
<b>1723.1</b>	Master of Education (Social Ecology)	5			
<b>1724.2</b>	Graduate Certificate in Education (Social Ecology)	7			
<b>1725.1</b>	Graduate Diploma in Education (Social Ecology) (exit only)	6			
<b>1726.1</b>	Master of Education (Leadership)	3			
<b>1727.1</b>	Graduate Certificate in Education (Leadership) (exit only)	5			
<b>1728.1</b>	Graduate Diploma in Education (Leadership) (exit only)	4			
<b>1770.1</b>	Master of Social Science	62			
<b>1771.1</b>	Graduate Diploma in Social Science	63			
<b>1772.1</b>	Graduate Certificate in Social Science	64			
<b>1775.1</b>	Graduate Diploma in Interpreting	46			
<b>1776.1</b>	Graduate Diploma in Translation	47			
<b>1777.2</b>	Master of Interpreting and Translation	44			
<b>1778.1</b>	Graduate Diploma in Interpreting Studies (exit only)	37			
<b>1779.1</b>	Graduate Diploma in Translation Studies (exit only)	38			
<b>1780.2</b>	Master of Arts Translation and Interpreting Studies	35			
<b>1781.1</b>	Master of Teaching (Primary)	15			
<b>1782.1</b>	Graduate Diploma in Educational Studies (Primary) (exit only)	17			
<b>1783.1</b>	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	8			
<b>1784.1</b>	Master of Teaching (Birth - 5 Years) (exit only)	13			
<b>1792.1</b>	Master of Social Work (Qualifying)	64			
<b>1796.2</b>	Graduate Diploma in Psychology	56			
<b>1800.1</b>	Master of Arts in TESOL	33			
<b>1801.1</b>	Graduate Diploma in TESOL	34			
<b>1802.1</b>	Graduate Certificate in TESOL	35			
<b>1812.1</b>	Master of Clinical Psychology	53			
<b>1814.1</b>	Master of Professional Psychology	60			
<b>1816.1</b>	Master of Translation and TESOL	49			
<b>1817.1</b>	Master of Psychotherapy and Counselling	61			
<b>1821.1</b>	Master of Accessible Media	24			
<b>1824.1</b>	Master of Arts in Continental Philosophy	25			
<b>1825.1</b>	Graduate Diploma in Continental Philosophy	26			
<b>1826.1</b>	Graduate Certificate in Continental Philosophy	27			
<b>1827.1</b>	Master of Arts (Creative Arts)	28			
<b>1828.1</b>	Graduate Diploma in Creative Arts (exit only)	29			
<b>1829.1</b>	Graduate Certificate in Creative Arts (exit only)	29			

## Index for courses by course description order

Course	Description	Page	Course	Description	Page
			<b>1836.1</b>	Master of Digital Humanities	43
			<b>1726.1</b>	Master of Education (Leadership)	3
<b>1700.2</b>	Graduate Certificate in Art Therapy (exit only)	53	<b>1723.1</b>	Master of Education (Social Ecology)	5
<b>1826.1</b>	Graduate Certificate in Continental Philosophy	27	<b>1720.2</b>	Master of Inclusive Education	1
<b>1648.5</b>	Graduate Certificate in Counselling	56	<b>1777.2</b>	Master of Interpreting and Translation	44
<b>1829.1</b>	Graduate Certificate in Creative Arts (exit only)	29	<b>1712.2</b>	Master of Planning	59
<b>1858.1</b>	Graduate Certificate in Creative Industries	41	<b>1814.1</b>	Master of Professional Psychology	60
<b>1846.1</b>	Graduate Certificate in Education (Curriculum Specialisation)	22	<b>1817.1</b>	Master of Psychotherapy and Counselling	61
<b>1727.1</b>	Graduate Certificate in Education (Leadership) (exit only)	5	<b>1770.1</b>	Master of Social Science	62
<b>1724.2</b>	Graduate Certificate in Education (Social Ecology)	7	<b>1792.1</b>	Master of Social Work (Qualifying)	64
<b>1716.1</b>	Graduate Certificate in Educational Studies (Secondary) (exit only)	21	<b>1784.1</b>	Master of Teaching (Birth - 5 Years) (exit only)	13
<b>1721.1</b>	Graduate Certificate in Inclusive Education	2	<b>1783.1</b>	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	8
<b>1602.5</b>	Graduate Certificate in Interpreting and Translation	48	<b>1781.1</b>	Master of Teaching (Primary)	15
<b>1833.2</b>	Graduate Certificate in Literature and Creative Writing (exit only)	32	<b>1714.1</b>	Master of Teaching (Secondary)	19
<b>1830.1</b>	Graduate Certificate in Primary Mathematics Education	17	<b>1816.1</b>	Master of Translation and TESOL	49
<b>1845.1</b>	Graduate Certificate in Primary Science Education	18	<b>1674.2</b>	Master of Urban Management and Planning	65
<b>1772.1</b>	Graduate Certificate in Social Science	64			
<b>1802.1</b>	Graduate Certificate in TESOL	35			
<b>1676.2</b>	Graduate Certificate in Urban Management and Planning	67			
<b>4596.4</b>	Graduate Diploma in Art Therapy (exit only)	53			
<b>1825.1</b>	Graduate Diploma in Continental Philosophy	26			
<b>1647.5</b>	Graduate Diploma in Counselling	55			
<b>1828.1</b>	Graduate Diploma in Creative Arts (exit only)	29			
<b>1857.1</b>	Graduate Diploma in Creative Industries	40			
<b>1728.1</b>	Graduate Diploma in Education (Leadership) (exit only)	4			
<b>1725.1</b>	Graduate Diploma in Education (Social Ecology) (exit only)	6			
<b>1782.1</b>	Graduate Diploma in Educational Studies (Primary) (exit only)	17			
<b>1715.1</b>	Graduate Diploma in Educational Studies (Secondary) (exit only)	21			
<b>1722.2</b>	Graduate Diploma in Inclusive Education (exit only)	2			
<b>1775.1</b>	Graduate Diploma in Interpreting	46			
<b>1778.1</b>	Graduate Diploma in Interpreting Studies (exit only)	37			
<b>1832.2</b>	Graduate Diploma in Literature and Creative Writing (exit only)	31			
<b>1796.2</b>	Graduate Diploma in Psychology	56			
<b>1771.1</b>	Graduate Diploma in Social Science	63			
<b>1801.1</b>	Graduate Diploma in TESOL	34			
<b>1776.1</b>	Graduate Diploma in Translation	47			
<b>1779.1</b>	Graduate Diploma in Translation Studies (exit only)	38			
<b>1675.1</b>	Graduate Diploma in Urban Management and Planning	66			
<b>1630.2</b>	Graduate Diploma of Psychological Studies	57			
<b>1821.1</b>	Master of Accessible Media	24			
<b>4595.8</b>	Master of Art Therapy	51			
<b>1827.1</b>	Master of Arts (Creative Arts)	28			
<b>1687.3</b>	Master of Arts (Research Studies)/PhD	32			
<b>1824.1</b>	Master of Arts in Continental Philosophy	25			
<b>1831.2</b>	Master of Arts in Literature and Creative Writing	30			
<b>1800.1</b>	Master of Arts in TESOL	33			
<b>1780.2</b>	Master of Arts Translation and Interpreting Studies	35			
<b>1812.1</b>	Master of Clinical Psychology	53			
<b>1856.1</b>	Master of Creative Industries	38			
<b>1650.1</b>	Master of Creative Music Therapy	42			

**Index for unit sets by unit sets code order**

<b>Unit Set</b>	<b>Description</b>	<b>Page</b>
<a href="#">ST1000.1</a>	Studies in Art Therapy	70
<a href="#">ST1001.1</a>	Studies in Counselling	70
<a href="#">ST1003.1</a>	Development, Security and Sustainability	70
<a href="#">ST1004.1</a>	Policing Leadership	70
<a href="#">ST1005.1</a>	Urban Studies	71
<a href="#">ST1006.1</a>	Difference and Diversity	71
<a href="#">ST1007.1</a>	Digital Research and Social Data Analytics	71
<a href="#">ST1008.1</a>	International Criminology	72
<a href="#">ST1009.1</a>	Religion and Society	72



**Index for unit sets by unit set description order**

<b>Unit Set</b>	<b>Description</b>	<b>Page</b>
<a href="#">ST1003.1</a>	Development, Security and Sustainability	70
<a href="#">ST1006.1</a>	Difference and Diversity	71
<a href="#">ST1007.1</a>	Digital Research and Social Data Analytics	71
<a href="#">ST1008.1</a>	International Criminology	72
<a href="#">ST1004.1</a>	Policing Leadership	70
<a href="#">ST1009.1</a>	Religion and Society	72
<a href="#">ST1000.1</a>	Studies in Art Therapy	70
<a href="#">ST1001.1</a>	Studies in Counselling	70
<a href="#">ST1005.1</a>	Urban Studies	71

## Index for units by unit code order

Unit	Description	Page	Unit	Description	Page
			101815.2	Clinic Placement A	79
			101816.1	Clinic Placement B	79
100013.3	Experimental Design and Analysis	90	101817.3	Clinical Neuropsychology and Psychopharmacology	79
100701.1	Leadership, Mentoring and Professional Growth	98	101818.4	Professional Placement 1	110
100910.3	Music Therapy Method	101	101819.3	Professional Placement 2	110
100911.5	Music Therapy Professional Practice	102	101820.3	Professional Placement 3	110
100912.4	Music Therapy Theory and Practice 1	102	101824.3	Second Language Assessment and Testing	114
100914.5	Music Therapy Theory and Practice 2	102	101825.3	English Linguistics for TESOL	89
100916.2	Legal Interpreting	98	101827.3	Audiovisual Translation: Subtitling and Captioning	77
100917.2	Specialised Translation (PG)	119	101845.1	Community and Social Services Translation (PG)	81
100919.2	Investigating Second Language Acquisition	96	101854.1	Language and Linguistics Research Methods	97
100922.2	Medical Interpreting (PG)	101	101868.1	Business Interpreting	77
100925.2	Literary Translation	99	101891.1	Contemporary Policing Practice	82
101105.3	Prosocial Learning Environments	111	101892.1	Executive Leadership in Policing	90
101184.3	Psychology: Human Behaviour	112	101893.1	Governance and Accountability in Policing Practice	92
101210.3	Child Clinical Psychology	78	101894.1	Working with Offending Behaviour: Integrating Theory to Practice	124
101213.3	Psychological Interventions 1	111	101895.1	Political Economy of Development	104
101214.3	Psychological Interventions 2	112	101896.1	Development and Security	87
101220.2	Clinical Health Psychology	79	101897.1	Development for Equality	87
101239.3	Applied Research Project	75	101899.1	Introduction to Pedagogical Leadership	96
101247.4	Counselling and Consultation	83	101962.1	Researching Convergent Media	113
101286.3	Inclusive Teaching for Effective Learning	93	102015.1	Interpreting Skills (PG)	96
101297.3	Languages and Linguistics Special Project	97	102040.2	Master of Social Science Thesis	100
101303.2	Art Therapy: Histories, Theories, Groups	76	102069.1	Heritage and Planning	92
101314.3	Urban Management Practice: Governance and Power in the City	124	102071.2	Culture, Subjectivities and Schooling	85
101315.3	Financing Cities in the Global Economy	90	102072.1	Primary Health and Physical Education	106
101423.3	Media Project Proposal	101	102073.2	Primary Professional Practice 1	107
101426.2	Convergent Media Internship	83	102074.3	Primary Professional Practice 2	107
101443.4	Creative Music Therapy Practicum 1	84	102075.2	Researching and Developing Engaging Pedagogies	113
101444.5	Creative Music Therapy Practicum 2	84	102076.1	Teaching and Learning in Classrooms	120
101445.4	Music Therapy Skills 1	102	102077.1	Understanding and Teaching Children	123
101446.5	Music Therapy Skills 2	102	102081.1	Adolescent Development and Teaching	74
101482.3	Accreditation Studies	73	102082.1	Pedagogy for Positive Learning Environments	103
101577.5	Classrooms Without Borders	78	102083.1	Diversity, Social Justice and Learning	88
101579.2	Primary English and Literacy 1	105	102084.1	Inclusive Education - Theory, Policy & Practice	93
101580.2	Primary Mathematics and Numeracy 1	106	102085.2	Aboriginal & Culturally Responsive Pedagogies	73
101582.2	Primary Human Society and its Environment	106	102086.1	Designing Teaching and Learning	86
101583.2	Primary Science & Technology	108	102087.1	Secondary Curriculum 1A	114
101584.2	Primary Mathematics and Numeracy 2	106	102088.1	Secondary Curriculum 1B	115
101585.2	Primary Creative Arts	105	102089.1	Secondary Curriculum 1C	115
101586.2	Primary English and Literacy 2	105	102090.1	Secondary Curriculum 2A	115
101625.2	Inclusive Practices	93	102091.1	Secondary Curriculum 2B	116
101633.2	Managing Cities: History and Theory	100	102092.1	Secondary Curriculum 2C	116
101634.2	Planning and Environmental Regulation	104	102093.1	Secondary Professional Practice 1	116
101635.2	Urban Planning Placement Project	124	102093.2	Secondary Professional Practice 1	116
101636.2	Developing Sustainable Places	87	102094.2	Secondary Professional Practice 2	117
101637.2	Urban Research Report	124	102095.2	Secondary Professional Practice 3	118
101651.1	Applied Imagination	75	102096.1	Researching Teaching and Learning 1	114
101652.1	Ecopsychology and Cultural Change	89	102097.1	Researching Teaching & Learning 2	114
101656.2	Researching Practice	114	102098.2	Contemporary Teacher Leadership	82
101658.1	Transformative Learning	123	102100.1	Research and Professional Practice	112
101680.4	Perception	103	102101.1	Diverse Literacies	88
101681.4	Abnormal Psychology	73	102102.2	Children, Families, Communities	78
101695.2	Introduction to Interpreting PG	96	102103.1	Community Leadership	81
101696.2	Introduction to Translation PG	96	102104.2	Theorising Play	122
101697.2	TESOL Methodology and Curricula	121	102105.1	Creative Teaching and Learning	84
101698.2	TESOL Internship	121	102106.1	People, Place and Pedagogy	103
101743.2	Mobile Media	101	102107.1	Practising Pedagogical Leadership	105
101745.2	Media Project Production	100	102108.2	Leadership and Management	97
101750.2	Translation Technologies (PG)	123	102109.1	Professional Experience Birth - 2 Years	109
101784.2	Clinical Studies (Art Therapy)	80	102110.1	Professional Experience 3 - 5 Years	108
101785.2	Further Clinical Studies (Art Therapy)	91	102111.2	Professional Experience K - 6	109
101802.1	Investigating with Mathematics, Science and Technology	96			
101803.2	Literacy in the Early Years	99			
101810.2	Core Skills and Ethical Practice	83			
101812.2	Clinical Psychopathology 1	80			
101813.2	Clinical Psychopathology 2	80			
101814.2	Clinical Research Methods	80			

Unit	Description	Page	Unit	Description	Page
102146.1	Effective Working Relationships	89	102364.1	Counselling and Psychotherapy Practice	84
102147.1	Assessing to Support Learning	76	102365.1	Clinical Studies in Psychotherapy and Counselling	80
102148.1	Engaging Communities	89	102366.1	Further Clinical Studies in Psychotherapy and Counselling	92
102150.1	Universal Design for Learning	123	102370.1	Integrated Practice 1: Self and Story	94
102151.1	Managing Challenging and Diverse Behaviour	99	102371.1	Integrated Practices 2: Affliction and Recovery	94
102152.1	Social Ecology	118	102372.1	Integrated Practices 3: Emotions, Embodiment and Connection	94
102153.1	Professional Experience (Additional Needs)	108	102373.1	Integrated Practices 4: Self and Relationships	94
102154.1	Technology Assisting Learning	121	102375.1	Research Methods in the Creative Arts	113
102155.1	Teaching and Learning with Adults	120	102376.1	Creativity: Theory and Practice	85
102156.1	Disability in Context	88	102377.1	Creative Arts Project, Seminar and Proposal	84
102157.1	Ecopedagogies	88	102378.1	Major Research Project	99
102158.1	Learning and Teaching in Challenging Contexts	98	102379.1	Special Topics in Philosophy	119
102159.1	Designing Curriculum Futures	86	102380.1	Philosophical Aesthetics	104
102160.1	Education Policy, Practice and Global Knowledge Co-construction	89	102381.1	Ethics	90
102161.1	Leading Change	98	102382.1	Research Project in Philosophy	113
102163.1	Professional Project	111	102383.1	Topics in the History of Philosophy	122
102165.1	At the cultural interface - learning two ways	77	102384.1	Political Philosophy	104
102166.1	Person-Centred Practice	104	102390.1	Social Work Practice Methods 1	119
102167.1	Conference Interpreting	81	102391.1	Social Work (Qualifying) Field Education 1	119
102168.1	Principles and Practices of Evaluation	108	102392.1	Leadership in Organisations	97
102175.1	Research in the Social Sciences	112	102393.1	Power and Marginalisation	104
102176.1	Theories of Difference and Diversity	122	102394.1	Contextualised Practice	83
102177.2	Advanced Social Research Methods	74	102395.1	Critical Social Work Practice	85
102178.2	Critical and Creative Enquiry	85	102396.1	Social Work Practice Methods 2	119
102179.1	Theories of the Social	122	102397.1	Social Work (Qualifying) Field Education 2	119
102180.2	Translation from Theory and Research to Policy	123	102398.1	Integrated Project	95
102181.2	Nation, Power and Difference	102	102400.1	Assessment: Cognitive Functions	77
102183.1	Diversity in Practice	88	102401.1	Masters Project in Philosophy	100
102194.2	Social Research in the Digital World	118	102412.1	Global Digital Futures	92
102198.1	Transnational Crime	123	102424.1	Cyber Justice	86
102199.1	Violence, Culture and Criminal Justice	124	102426.1	Digital Humanities and Research Methods (PG)	87
102200.1	Global Criminology and Human Rights	92	102485.1	Science for Contemporary Learners	114
102201.1	Contemporary Theories of Religion and Society	82	102486.1	Addressing Diversity in Science Teaching and Learning	74
102202.1	Religion and Law in Contemporary Public Discourse	112	102487.1	Leading Science in the Primary School	98
102220.1	Applied Methods in Literary Studies and Creative Writing	75	102488.1	Assessment and Intervention for Science Learning	77
102222.1	Applied Practice in Literary Studies and Creative Writing	75	102497.1	Writing and Ideas	125
102251.2	Contemporary Issues in Criminal Justice and Policing	82	102498.1	Writing Practice and Tradition	125
102253.1	Digital Social Research in Action	87	102499.1	Writing Process	125
102255.1	Masters Project	100	102500.1	Writing and Form	125
102283.1	Multicultural Nonverbal Communication	101	102501.1	Writing, Sounds, Images, Texts	125
102291.1	Television Sydney (TVS) Internship	121	102517.1	Innovation and Entrepreneurship PG	93
102292.1	Strategic Communication	120	102519.1	Adaptive Leadership, Management and Team Work	73
102300.1	Foundations of Media Arts Production (PG)	90	102521.1	Media Research Project	101
102321.1	Mathematics for Contemporary Learners	100	102524.1	Text Analysis for Translation (PG)	121
102322.1	Addressing Diversity in Mathematics Teaching and Learning	74	300695.2	Network Technologies	103
102323.1	Leading Mathematics in the Primary School	98	300977.2	Systems Analysis and Database Management Systems	120
102324.1	Assessment and Intervention for Mathematics and Numeracy Learning	76	301038.2	Programming Proficiency	111
102325.1	Advanced Academic English Skills	74	301044.1	Data Science	86
102335.1	Contexts of TESOL	83	301045.2	Advanced Topics in User System Interaction	75
102336.1	Functional Grammar	91	301116.1	Social Media Intelligence	118
102337.1	TESOL Project	121	400417.2	Epidemiology and Quantitative Methods	89
102338.1	Intercultural Communication (PG)	95	400421.2	Research Methods for Humanities and Social Sciences	113
102353.1	Foundations of Psychotherapy and Counselling 1	91	400585.2	Theories of the Social	122
102354.1	Art Therapy: Approaches and Applications	76	400586.2	Integrating Theory, Research and Practice	95
102355.1	Foundations of Psychotherapy and Counselling 2	91	A7456.4	Interpreting and Translation Professional Practicum (PG)	95
102356.1	Integrating Arts and Therapy	95			
102357.1	Ethics and Diversity in Research and Therapy	90			
102358.1	Practising Research and Researching Practice	105			

## Index for units by unit description order

Unit	Description	Page	Unit	Description	Page
			<b>102395.1</b>	Critical Social Work Practice	85
			<b>102071.2</b>	Culture, Subjectivities and Schooling	85
<b>101681.4</b>	Abnormal Psychology	73	<b>102424.1</b>	Cyber Justice	86
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies	73	<b>301044.1</b>	Data Science	86
<b>101482.3</b>	Accreditation Studies	73	<b>102159.1</b>	Designing Curriculum Futures	86
<b>102519.1</b>	Adaptive Leadership, Management and Team Work	73	<b>102086.1</b>	Designing Teaching and Learning	86
<b>102322.1</b>	Addressing Diversity in Mathematics Teaching and Learning	74	<b>101636.2</b>	Developing Sustainable Places	87
<b>102486.1</b>	Addressing Diversity in Science Teaching and Learning	74	<b>101896.1</b>	Development and Security	87
<b>102081.1</b>	Adolescent Development and Teaching	74	<b>101897.1</b>	Development for Equality	87
<b>102325.1</b>	Advanced Academic English Skills	74	<b>102426.1</b>	Digital Humanities and Research Methods (PG)	87
<b>102177.2</b>	Advanced Social Research Methods	74	<b>102253.1</b>	Digital Social Research in Action	87
<b>301045.2</b>	Advanced Topics in User System Interaction	75	<b>102156.1</b>	Disability in Context	88
<b>101651.1</b>	Applied Imagination	75	<b>102101.1</b>	Diverse Literacies	88
<b>102220.1</b>	Applied Methods in Literary Studies and Creative Writing	75	<b>102183.1</b>	Diversity in Practice	88
<b>102222.1</b>	Applied Practice in Literary Studies and Creative Writing	75	<b>102083.1</b>	Diversity, Social Justice and Learning	88
<b>101239.3</b>	Applied Research Project	75	<b>102157.1</b>	Ecopedagogies	88
<b>102354.1</b>	Art Therapy: Approaches and Applications	76	<b>101652.1</b>	Ecopsychology and Cultural Change	89
<b>101303.2</b>	Art Therapy: Histories, Theories, Groups	76	<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction	89
<b>102147.1</b>	Assessing to Support Learning	76	<b>102146.1</b>	Effective Working Relationships	89
<b>102324.1</b>	Assessment and Intervention for Mathematics and Numeracy Learning	76	<b>102148.1</b>	Engaging Communities	89
<b>102488.1</b>	Assessment and Intervention for Science Learning	77	<b>101825.3</b>	English Linguistics for TESOL	89
<b>102400.1</b>	Assessment: Cognitive Functions	77	<b>400417.2</b>	Epidemiology and Quantitative Methods	89
<b>102165.1</b>	At the cultural interface - learning two ways	77	<b>102381.1</b>	Ethics	90
<b>101827.3</b>	Audiovisual Translation: Subtitling and Captioning	77	<b>102357.1</b>	Ethics and Diversity in Research and Therapy	90
<b>101868.1</b>	Business Interpreting	77		Executive Leadership in Policing	90
<b>101210.3</b>	Child Clinical Psychology	78	<b>101892.1</b>	Executive Leadership in Policing	90
<b>102102.2</b>	Children, Families, Communities	78	<b>100013.3</b>	Experimental Design and Analysis	90
<b>101577.5</b>	Classrooms Without Borders	78	<b>101315.3</b>	Financing Cities in the Global Economy	90
<b>101815.2</b>	Clinic Placement A	79	<b>102300.1</b>	Foundations of Media Arts Production (PG)	90
<b>101816.1</b>	Clinic Placement B	79	<b>102353.1</b>	Foundations of Psychotherapy and Counselling 1	91
<b>101220.2</b>	Clinical Health Psychology	79	<b>102355.1</b>	Foundations of Psychotherapy and Counselling 2	91
<b>101817.3</b>	Clinical Neuropsychology and Psychopharmacology	79	<b>102336.1</b>	Functional Grammar	91
<b>101812.2</b>	Clinical Psychopathology 1	80	<b>101785.2</b>	Further Clinical Studies (Art Therapy)	91
<b>101813.2</b>	Clinical Psychopathology 2	80	<b>102366.1</b>	Further Clinical Studies in Psychotherapy and Counselling	92
<b>101814.2</b>	Clinical Research Methods	80	<b>102200.1</b>	Global Criminology and Human Rights	92
<b>101784.2</b>	Clinical Studies (Art Therapy)	80	<b>102412.1</b>	Global Digital Futures	92
<b>102365.1</b>	Clinical Studies in Psychotherapy and Counselling	80	<b>101893.1</b>	Governance and Accountability in Policing Practice	92
<b>101845.1</b>	Community and Social Services Translation (PG)	81	<b>102069.1</b>	Heritage and Planning	92
<b>102103.1</b>	Community Leadership	81	<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice	93
<b>102167.1</b>	Conference Interpreting	81	<b>101625.2</b>	Inclusive Practices	93
<b>102251.2</b>	Contemporary Issues in Criminal Justice and Policing	82	<b>101286.3</b>	Inclusive Teaching for Effective Learning	93
<b>101891.1</b>	Contemporary Policing Practice	82	<b>102517.1</b>	Innovation and Entrepreneurship PG	93
<b>102098.2</b>	Contemporary Teacher Leadership	82	<b>102370.1</b>	Integrated Practice 1: Self and Story	94
<b>102201.1</b>	Contemporary Theories of Religion and Society	82	<b>102371.1</b>	Integrated Practices 2: Affliction and Recovery	94
<b>102335.1</b>	Contexts of TESOL	83	<b>102372.1</b>	Integrated Practices 3: Emotions, Embodiment and Connection	94
<b>102394.1</b>	Contextualised Practice	83	<b>102373.1</b>	Integrated Practices 4: Self and Relationships	94
<b>101426.2</b>	Convergent Media Internship	83	<b>102398.1</b>	Integrated Project	95
<b>101810.2</b>	Core Skills and Ethical Practice	83	<b>102356.1</b>	Integrating Arts and Therapy	95
<b>101247.4</b>	Counselling and Consultation	83	<b>400586.2</b>	Integrating Theory, Research and Practice	95
<b>102364.1</b>	Counselling and Psychotherapy Practice	84	<b>102338.1</b>	Intercultural Communication (PG)	95
<b>102377.1</b>	Creative Arts Project, Seminar and Proposal	84	<b>A7456.4</b>	Interpreting and Translation Professional Practicum (PG)	95
<b>101443.4</b>	Creative Music Therapy Practicum 1	84	<b>102015.1</b>	Interpreting Skills (PG)	96
<b>101444.5</b>	Creative Music Therapy Practicum 2	84	<b>101695.2</b>	Introduction to Interpreting PG	96
<b>102105.1</b>	Creative Teaching and Learning	84	<b>101899.1</b>	Introduction to Pedagogical Leadership	96
<b>102376.1</b>	Creativity: Theory and Practice	85	<b>101696.2</b>	Introduction to Translation PG	96
<b>102178.2</b>	Critical and Creative Enquiry	85	<b>100919.2</b>	Investigating Second Language Acquisition	96
			<b>101802.1</b>	Investigating with Mathematics, Science and Technology	96
			<b>101854.1</b>	Language and Linguistics Research Methods	97
			<b>101297.3</b>	Languages and Linguistics Special Project	97
			<b>102108.2</b>	Leadership and Management	97



Unit	Description	Page	Unit	Description	Page
102392.1	Leadership in Organisations	97	102100.1	Research and Professional Practice	112
100701.1	Leadership, Mentoring and Professional Growth	98	102175.1	Research in the Social Sciences	112
102161.1	Leading Change	98	400421.2	Research Methods for Humanities and Social Sciences	113
102323.1	Leading Mathematics in the Primary School	98	102375.1	Research Methods in the Creative Arts	113
102487.1	Leading Science in the Primary School	98	102382.1	Research Project in Philosophy	113
102158.1	Learning and Teaching in Challenging Contexts	98	102075.2	Researching and Developing Engaging Pedagogies	113
100916.2	Legal Interpreting	98	101962.1	Researching Convergent Media	113
101803.2	Literacy in the Early Years	99	101656.2	Researching Practice	114
100925.2	Literary Translation	99	102097.1	Researching Teaching & Learning 2	114
102378.1	Major Research Project	99	102096.1	Researching Teaching and Learning 1	114
102151.1	Managing Challenging and Diverse Behaviour	99	102485.1	Science for Contemporary Learners	114
101633.2	Managing Cities: History and Theory	100	101824.3	Second Language Assessment and Testing	114
102040.2	Master of Social Science Thesis	100	102087.1	Secondary Curriculum 1A	114
102255.1	Masters Project	100	102088.1	Secondary Curriculum 1B	115
102401.1	Masters Project in Philosophy	100	102089.1	Secondary Curriculum 1C	115
102321.1	Mathematics for Contemporary Learners	100	102090.1	Secondary Curriculum 2A	115
101745.2	Media Project Production	100	102091.1	Secondary Curriculum 2B	116
101423.3	Media Project Proposal	101	102092.1	Secondary Curriculum 2C	116
102521.1	Media Research Project	101	102093.1	Secondary Professional Practice 1	116
100922.2	Medical Interpreting (PG)	101	102093.2	Secondary Professional Practice 1	116
101743.2	Mobile Media	101	102094.2	Secondary Professional Practice 2	117
102283.1	Multicultural Nonverbal Communication	101	102095.2	Secondary Professional Practice 3	118
100910.3	Music Therapy Method	101	102152.1	Social Ecology	118
100911.5	Music Therapy Professional Practice	102	301116.1	Social Media Intelligence	118
101445.4	Music Therapy Skills 1	102	102194.2	Social Research in the Digital World	118
101446.5	Music Therapy Skills 2	102	102391.1	Social Work (Qualifying) Field Education 1	119
100912.4	Music Therapy Theory and Practice 1	102	102397.1	Social Work (Qualifying) Field Education 2	119
100914.5	Music Therapy Theory and Practice 2	102	102390.1	Social Work Practice Methods 1	119
102181.2	Nation, Power and Difference	102	102396.1	Social Work Practice Methods 2	119
300695.2	Network Technologies	103	102379.1	Special Topics in Philosophy	119
102082.1	Pedagogy for Positive Learning Environments	103	100917.2	Specialised Translation (PG)	119
102106.1	People, Place and Pedagogy	103	102292.1	Strategic Communication	120
101680.4	Perception	103	300977.2	Systems Analysis and Database Management Systems	120
102166.1	Person-Centred Practice	104	102076.1	Teaching and Learning in Classrooms	120
102380.1	Philosophical Aesthetics	104	102155.1	Teaching and Learning with Adults	120
101634.2	Planning and Environmental Regulation	104	102154.1	Technology Assisting Learning	121
101895.1	Political Economy of Development	104	102291.1	Television Sydney (TVS) Internship	121
102384.1	Political Philosophy	104	101698.2	TESOL Internship	121
102393.1	Power and Marginalisation	104	101697.2	TESOL Methodology and Curricula	121
102107.1	Practising Pedagogical Leadership	105	102337.1	TESOL Project	121
102358.1	Practising Research and Researching Practice	105	102524.1	Text Analysis for Translation (PG)	121
101585.2	Primary Creative Arts	105	102176.1	Theories of Difference and Diversity	122
101579.2	Primary English and Literacy 1	105	400585.2	Theories of the Social	122
101586.2	Primary English and Literacy 2	105	102179.1	Theories of the Social	122
102072.1	Primary Health and Physical Education	106	102104.2	Theorising Play	122
101582.2	Primary Human Society and its Environment	106	102383.1	Topics in the History of Philosophy	122
101580.2	Primary Mathematics and Numeracy 1	106	101658.1	Transformative Learning	123
101584.2	Primary Mathematics and Numeracy 2	106	102180.2	Translation from Theory and Research to Policy	123
102073.2	Primary Professional Practice 1	107	101750.2	Translation Technologies (PG)	123
102074.3	Primary Professional Practice 2	107	102198.1	Transnational Crime	123
101583.2	Primary Science & Technology	108	102077.1	Understanding and Teaching Children	123
102168.1	Principles and Practices of Evaluation	108	102150.1	Universal Design for Learning	123
102153.1	Professional Experience (Additional Needs)	108	101314.3	Urban Management Practice: Governance and Power in the City	124
102110.1	Professional Experience 3 - 5 Years	108	101635.2	Urban Planning Placement Project	124
102109.1	Professional Experience Birth - 2 Years	109	101637.2	Urban Research Report	124
102111.2	Professional Experience K - 6	109	102199.1	Violence, Culture and Criminal Justice	124
101818.4	Professional Placement 1	110	101894.1	Working with Offending Behaviour: Integrating Theory to Practice	124
101819.3	Professional Placement 2	110	102500.1	Writing and Form	125
101820.3	Professional Placement 3	110	102497.1	Writing and Ideas	125
102163.1	Professional Project	111	102498.1	Writing Practice and Tradition	125
301038.2	Programming Proficiency	111	102499.1	Writing Process	125
101105.3	Prosocial Learning Environments	111	102501.1	Writing, Sounds, Images, Texts	125
101213.3	Psychological Interventions 1	111			
101214.3	Psychological Interventions 2	112			
101184.3	Psychology: Human Behaviour	112			
102202.1	Religion and Law in Contemporary Public Discourse	112			