

# Arts Schools

## Electronic Postgraduate Handbook 2018

---

Western Sydney University

ISSN 1444-7770  
Copyright © 2018 Western Sydney University

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

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

Information contained in this electronic handbook is correct at the time of production (March 2018), unless otherwise noted.

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

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

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

---

## About the Arts Schools Electronic Postgraduate Handbook

---

### Sessions and dates

There are two main sessions in 2018: 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/2018\\_academic\\_year\\_dateline](https://www.westernsydney.edu.au/currentstudents/current_students/dates/2018_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 2018 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>
1714.3	Master of Teaching (Secondary)	1
1715.2	Graduate Diploma in Educational Studies (Secondary) (exit only)	4
1716.2	Graduate Certificate in Educational Studies (Secondary) (exit only)	5
1720.2	Master of Inclusive Education	5
1721.1	Graduate Certificate in Inclusive Education	6
1722.2	Graduate Diploma in Inclusive Education (exit only)	7
1723.2	Master of Education (Social Ecology)	8
1725.1	Graduate Diploma in Education (Social Ecology) (exit only)	9
1724.3	Graduate Certificate in Education (Social Ecology)	9
1726.1	Master of Education (Leadership)	10
1728.1	Graduate Diploma in Education (Leadership) (exit only)	12
1727.1	Graduate Certificate in Education (Leadership) (exit only)	12
1781.2	Master of Teaching (Primary)	13
1782.2	Graduate Diploma in Educational Studies (Primary) (exit only)	16
1783.3	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	16
1784.1	Master of Teaching (Birth - 5 Years) (exit only)	21
1830.2	Graduate Certificate in Primary Mathematics Education	23
1845.1	Graduate Certificate in Primary Science Education	24
1846.1	Graduate Certificate in Education (Curriculum Specialisation)	25
1847.1	Master of Education (STEM)	25
1848.1	Master of Teaching (Secondary) STEM	26
1849.1	Graduate Certificate in Language Teaching and Bilingualism (Birth - 12 Years)	28
1850.1	Master of Education (Leadership and Management)	29
1851.1	Graduate Certificate in Education (Leadership and Management) (exit only)	30
1852.1	Graduate Certificate in Education (STEM) (exit only)	30
1853.1	Graduate Diploma in Teaching (Secondary) STEM (exit only)	31
1859.1	Master of Educational Studies (exit only)	31
<b>SCHOOL OF HUMANITIES AND COMMUNICATION ARTS</b>		<b>37</b>
1824.1	Master of Arts in Continental Philosophy	37
1825.1	Graduate Diploma in Continental Philosophy	38
1826.1	Graduate Certificate in Continental Philosophy	39
1831.2	Master of Arts in Literature and Creative Writing	40
1832.2	Graduate Diploma in Literature and Creative Writing (exit only)	41
1833.2	Graduate Certificate in Literature and Creative Writing (exit only)	42
1687.3	Master of Arts (Research Studies)/PhD	42
1800.2	Master of Arts in TESOL	43
1801.2	Graduate Diploma in TESOL	44
1802.2	Graduate Certificate in TESOL	45
1780.2	Master of Arts Translation and Interpreting Studies	46
1778.1	Graduate Diploma in Interpreting Studies (exit only)	48
1779.1	Graduate Diploma in Translation Studies (exit only)	48
1870.1	Master of Chinese Cultural Relations	49
1872.1	Graduate Diploma in Chinese Cultural Relations (exit only)	51
1871.1	Graduate Certificate in Chinese Cultural Relations (exit only)	51
1856.2	Master of Creative Industries	51
1857.2	Graduate Diploma in Creative Industries	54
1858.2	Graduate Certificate in Creative Industries	55
1650.2	Master of Creative Music Therapy	56
1836.1	Master of Digital Humanities	57
1777.3	Master of Interpreting and Translation	58
1775.2	Graduate Diploma in Interpreting	60
1776.2	Graduate Diploma in Translation	61
1602.5	Graduate Certificate in Interpreting and Translation	62
1816.3	Master of Translation and TESOL	63
<b>SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY</b>		<b>65</b>
4595.9	Master of Art Therapy	65
4596.5	Graduate Diploma in Art Therapy (exit only)	67
1700.2	Graduate Certificate in Art Therapy (exit only)	67
1812.2	Master of Clinical Psychology	67
1647.5	Graduate Diploma in Counselling	69

<b>1648.5</b>	Graduate Certificate in Counselling	70
<b>1796.3</b>	Graduate Diploma in Psychology	71
<b>1630.2</b>	Graduate Diploma of Psychological Studies	72
<b>1866.1</b>	Master of Humanitarian and Development Studies	74
<b>1867.1</b>	Graduate Diploma in Humanitarian and Development Studies	75
<b>1868.1</b>	Graduate Certificate in Humanitarian and Development Studies	75
<b>1862.1</b>	Master of International Criminology	76
<b>1863.1</b>	Graduate Diploma in International Criminology	77
<b>1864.1</b>	Graduate Certificate in International Criminology	78
<b>1712.2</b>	Master of Planning	78
<b>1814.2</b>	Master of Professional Psychology	80
<b>1817.1</b>	Master of Psychotherapy and Counselling	81
<b>1770.1</b>	Master of Social Science	82
<b>1771.1</b>	Graduate Diploma in Social Science	83
<b>1772.1</b>	Graduate Certificate in Social Science	84
<b>1792.1</b>	Master of Social Work (Qualifying)	85
<b>1874.1</b>	Postgraduate Bridging Program (Social Work)	85
<b>1873.1</b>	Master of Urban Management and Planning	86
<b>1676.2</b>	Graduate Certificate in Urban Management and Planning	87
<b>ST1000.1</b>	Postgraduate Specialisation - Studies in Art Therapy	89
<b>ST1001.1</b>	Postgraduate Specialisation - Studies in Counselling	89
<b>ST1003.1</b>	Postgraduate Specialisation - Development, Security and Sustainability	89
<b>ST1004.1</b>	Postgraduate Specialisation - Policing Leadership	89
<b>ST1005.1</b>	Postgraduate Specialisation - Urban Studies	90
<b>ST1006.1</b>	Postgraduate Specialisation - Difference and Diversity	90
<b>ST1007.1</b>	Postgraduate Specialisation - Digital Research and Social Data Analytics	90
<b>ST1008.1</b>	Postgraduate Specialisation - International Criminology	91
<b>ST1009.1</b>	Postgraduate Specialisation - Religion and Society	91

## SCHOOL OF EDUCATION

---

### Master of Teaching (Secondary)

---

#### 1714.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2018 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 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 professional 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 Education Standards Authority. There are two exit points: the Graduate Diploma in Educational Studies (Secondary) and Master of Educational Studies for students not seeking a professional teaching qualification. The Graduate Certificate in Educational Studies (Secondary) is 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

Education Standards Authority for the subject(s) the applicant is intending to teach.

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

Applicants must have achieved a minimum GPA of 4 in undergraduate study. Current students transitioning from approved Western Sydney Pathway to Teaching programs are not included in this GPA requirement.

Additional Information for Applicants:

Current Western Sydney University students in the courses listed below can apply via the Western Sydney University Transition to Teaching:

- Bachelor of Arts (Pathway to Teaching Secondary),
- Bachelor of Science (Pathway to Teaching Secondary),
- Bachelor of Health Science (Health and Physical Education) – Pathway to Teaching (Secondary),
- Bachelor of Arts (Pathway to Teaching Secondary),
- Bachelor of Business (Pathway to Teaching Secondary),
- Bachelor of Graphic Design (Pathway to Teaching Secondary)

All other applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 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 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 24-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 in the WSU 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 102086 Designing Teaching and Learning, 102098 Contemporary Teacher Leadership, 102093 Secondary Professional Practice 1, 102094 Secondary Professional Practice 2, 5. 102605 Professional Practice Community Engagement 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)

Additional Requirement:

Satisfactorily complete the School of Education Academic Literacy and Numeracy TASK for unit 102093 Secondary Professional Practice 1

### Course Completion Prerequisites

Prior to graduating and prior to enrolment in unit 102094 Secondary Professional Practice 2, students must:

- Satisfactorily complete the National 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 1715 - Graduate Diploma in Educational Studies (Secondary) on completion of 80 credit points of study (excluding Professional Practice units) selected from the Master of Teaching (Secondary) units.

Students can exit with the 1716 - Graduate Certificate in Educational Studies (Secondary) on completion of 40 credit points of study selected from the Master of Teaching (Secondary) units.

Note: 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.

### National Literacy and Numeracy TEST

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit: 102094 Secondary Professional Practice 2 in Session 3 of the recommended sequence below.

These students should complete one unit from the list advised after the recommended sequence below to be eligible to graduate with a Master of Educational Studies.

## Recommended Sequence

### Start Year Intake Full Time 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

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C , 102092 Secondary Curriculum 2C.

<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102087.1</b>	Secondary Curriculum 1A
<b>102090.1</b>	Secondary Curriculum 2A
<b>102093.3</b>	Secondary Professional Practice 1

#### Semester 3

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C , 102092 Secondary Curriculum 2C.

<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
-----------------	---

<b>102088.1</b>	Secondary Curriculum 1B
<b>102091.1</b>	Secondary Curriculum 2B

And/Or

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

Note: Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit: 102094 Secondary Professional Practice 2. These students should complete one unit from the list advised after the recommended sequence below to be eligible to graduate with a Master of Educational Studies.

<b>102094.2</b>	Secondary Professional Practice 2
-----------------	-----------------------------------

#### Semester 4

<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies
<b>102605.1</b>	Professional Practice Community Engagement
<b>102098.2</b>	Contemporary Teacher Leadership
<b>102097.1</b>	Researching Teaching & Learning 2

**Mid Year Intake Full Time 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**

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C, 102092 Secondary Curriculum 2C.

<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102093.3</b>	Secondary Professional Practice 1

<b>102088.1</b>	Secondary Curriculum 1B
<b>102091.1</b>	Secondary Curriculum 2B

And/Or

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

**Semester 3**

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C, 102092 Secondary Curriculum 2C.

<b>102087.1</b>	Secondary Curriculum 1A
<b>102090.1</b>	Secondary Curriculum 2A
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies

Note: Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit: 102094 Secondary Professional Practice 2. These students should complete one unit from the list advised after the recommended sequence below to be eligible to graduate with a Master of Educational Studies.

<b>102094.2</b>	Secondary Professional Practice 2
-----------------	-----------------------------------

**Semester 4**

<b>102098.2</b>	Contemporary Teacher Leadership
<b>102097.1</b>	Researching Teaching & Learning 2
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102605.1</b>	Professional Practice Community Engagement

**Start Year Intake Accelerated Mode**

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

**Semester 1**

<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>102090.1</b>	Secondary Curriculum 2A
<b>102093.3</b>	Secondary Professional Practice 1
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies

**Semester 3**

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C, 102092 Secondary Curriculum 2C.

<b>102605.1</b>	Professional Practice Community Engagement
<b>102098.2</b>	Contemporary Teacher Leadership
<b>102097.1</b>	Researching Teaching & Learning 2

<b>102088.1</b>	Secondary Curriculum 1B
<b>102091.1</b>	Secondary Curriculum 2B

And/Or

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

Note: Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit: 102094 Secondary Professional Practice 2. These students should complete one unit from the list advised after the recommended sequence below to be eligible to graduate with a Master of Educational Studies.

<b>102094.2</b>	Secondary Professional Practice 2
-----------------	-----------------------------------

**Mid-year Intake Accelerated Mode**

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

**Semester 1**

<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**

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C , 102092 Secondary Curriculum 2C.

<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102093.3</b>	Secondary Professional Practice 1
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102605.1</b>	Professional Practice Community Engagement

<b>102088.1</b>	Secondary Curriculum 1B
<b>102091.1</b>	Secondary Curriculum 2B

And/Or

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

**Semester 3**

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C , 102092 Secondary Curriculum 2C.

<b>102087.1</b>	Secondary Curriculum 1A
<b>102090.1</b>	Secondary Curriculum 2A
<b>102098.2</b>	Contemporary Teacher Leadership
<b>102097.1</b>	Researching Teaching & Learning 2
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies

Note: Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit: 102094 Secondary Professional Practice 2. These students should complete one unit from the list advised after the recommended sequence below to be eligible to graduate with a Master of Educational Studies.

<b>102094.2</b>	Secondary Professional Practice 2
-----------------	-----------------------------------

**National Literacy and Numeracy TEST**

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit: 102094 Secondary Professional Practice 2 in Session 3 of the recommended sequence above.

These students should complete one unit from the following list to be eligible to graduate with a Master of Educational Studies.

Choose one of the following units on offer in alternate years in 1H Session

<b>101651.1</b>	Applied Imagination
<b>102159.1</b>	Designing Curriculum Futures

<b>102157.1</b>	Ecopedagogies
<b>102149.2</b>	Inclusive Environments
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>101658.1</b>	Transformative Learning
<b>102168.1</b>	Principles and Practices of Evaluation
<b>102152.1</b>	Social Ecology

Or one of the following units on offer alternate years in 2H Session

<b>102165.1</b>	At the cultural interface - learning two ways
<b>102156.1</b>	Disability in Context
<b>101652.1</b>	Ecopsychology and Cultural Change
<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction
<b>102146.1</b>	Effective Working Relationships
<b>102148.1</b>	Engaging Communities
<b>102161.1</b>	Leading Change
<b>102155.1</b>	Teaching and Learning with Adults

**Graduate Diploma in Educational Studies (Secondary) (exit only)****1715.2**

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 2H 2017 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 1714 - 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 1714 - 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>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies
<b>102081.1</b>	Adolescent Development and Teaching
<b>102086.1</b>	Designing Teaching and Learning
<b>102083.1</b>	Diversity, Social Justice and Learning
<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102096.1</b>	Researching Teaching and Learning 1
<b>102087.1</b>	Secondary Curriculum 1A
<b>102088.1</b>	Secondary Curriculum 1B



**102090.1** Secondary Curriculum 2A  
**102091.1** Secondary Curriculum 2B

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

### 1716.2

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 2H 2017 or later.

Students can exit from 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 1714 - Master of Teaching (Secondary).

### Course Structure

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

### Professional Learning Pathway

#### Any four units from

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

### Curriculum Area Pathway

#### Secondary Curriculum Units

**102089.1** Secondary Curriculum 1C  
**102092.1** Secondary Curriculum 2C

And

**102093.3** Secondary Professional Practice 1

Plus one additional unit from

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

Or two additional units from

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

## Master of Inclusive Education

### 1720.2

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

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

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

### Study Mode

Two to three years part-time.

## Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

## Advanced Standing

Students with a postgraduate (Level 8) qualification OR a bachelor qualification (Level 7) plus 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.

## 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:

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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

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

**Master of Education (Social Ecology)****1723.2**

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 2018 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 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**

Advanced Standing for up to 4 units is available for students with:

- a postgraduate qualification (AQF level 8) in education; OR
- a postgraduate qualification (AQF Level 8) in any discipline plus 2 years FTE professional experience in related roles; OR
- a bachelor qualification (AQF Level 7) plus 5 years full time of professional work experience in related roles.

**Admission**

Applicants for admission into the Master of Education (Social Ecology) must have successfully completed an undergraduate degree in any discipline and 2 years full time equivalent of professional work experience in environmental studies, communication, media studies, public health or society and culture OR

must have successfully completed a graduate certificate (AQF level 8) or higher, in any discipline.

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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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 applicants who are non-student visa holders, and are in a permissible visa category, must apply directly to the 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

<b>102152.1</b>	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

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

### Graduate Certificate in Education (Social Ecology)

#### 1724.3

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 2018 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 (AQF Level 7) or

at least 8 years full-time equivalent professional work experience in environmental studies, communication, media studies, public health or society and culture

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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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 applicants who are non-student visa holders, and are in a permissible visa category, 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.

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 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
Penrith Campus	Part Time	Multi Modal

### 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

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.

Additional Information for Applicants:

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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

<b>101658.1</b>	Transformative Learning
<b>102158.1</b>	Learning and Teaching in Challenging Contexts

#### Year 1 Semester 2

<b>102161.1</b>	Leading Change
<b>102155.1</b>	Teaching and Learning with Adults

#### Year 2 Semester 1

<b>102159.1</b>	Designing Curriculum Futures
<b>102168.1</b>	Principles and Practices of Evaluation

#### Year 2 Semester 2

<b>100701.1</b>	Leadership, Mentoring and Professional Growth
<b>102165.1</b>	At the cultural interface - learning two ways

**Year 3 Semester 1****101656.2** Researching Practice

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

**Year 3 Semester 2**

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

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

---

**1728.1**

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

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

**Study Mode**

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

**101658.1** Transformative Learning  
**102161.1** Leading Change

and at least four specialist units from the 1726 Master of Education (Leadership) plus two additional units from any units offered as part of the Master of Education suite (1723

M Education (Social Ecology); 1726 M Education (Leadership); 1720 M Inclusive Education).

**Specialist units**

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

## 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:

**101658.1** Transformative Learning  
**102161.1** Leading Change



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

### Specialist units

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

## Master of Teaching (Primary)

### 1781.2

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 2H 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 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 NSW Education Standards Authority. 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 are two exit points, the Graduate Diploma in Educational Studies (Primary) (exit only) and Master of Educational Studies (exit only), for students not seeking a professional teaching qualification.

### Study Mode

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

### Location

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

### Accreditation

The 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 Education Standards Authority. 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 Western Sydney University students in WSU Bachelor of Arts (Pathway to Teaching Primary) and Bachelor of Science (Pathway to Teaching Primary) can apply via the Western Sydney University Transition to Teaching.

All other applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 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 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 24-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 in units 101577 Classrooms Without Borders, 102073 Primary Professional Practice 1, 102074 Primary Professional Practice 2 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)

#### Additional Requirement:

Satisfactorily complete the School of Education Academic Literacy and Numeracy TASK for unit 102073 Primary Professional Practice 1

### Course Completion Prerequisites

Prior to graduating and prior to enrolment in unit 102074 Primary Professional Practice 2, students must:

- Satisfactorily complete the National 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.

#### National Literacy and Numeracy TEST

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following two units: 102074 Primary Professional Practice 2 and 102075 Researching and Developing Engaging Pedagogies in Module 4 of the recommended sequence below.

These students should complete two units from the list as advised after the recommended sequence below to be eligible to graduate with a Master of Educational Studies.

### 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

**101584.2** Primary Mathematics and Numeracy 2  
**101286.3** Inclusive Teaching for Effective Learning  
**102074.3** Primary Professional Practice 2  
**102075.3** Researching and Developing Engaging Pedagogies

#### 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

**101584.2** Primary Mathematics and Numeracy 2  
**101286.3** Inclusive Teaching for Effective Learning  
**102074.3** Primary Professional Practice 2  
**102075.3** Researching and Developing Engaging Pedagogies

**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**

<b>102077.1</b>	Understanding and Teaching Children
<b>101577.6</b>	Classrooms Without Borders
<b>102071.2</b>	Culture, Subjectivities and Schooling
<b>101582.2</b>	Primary Human Society and its Environment

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

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

**Module 3**

<b>102072.1</b>	Primary Health and Physical Education
<b>101585.2</b>	Primary Creative Arts

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

<b>101586.2</b>	Primary English and Literacy 2
<b>101583.2</b>	Primary Science & Technology

**Module 4**

<b>101584.2</b>	Primary Mathematics and Numeracy 2
<b>101286.3</b>	Inclusive Teaching for Effective Learning
<b>102074.3</b>	Primary Professional Practice 2
<b>102075.3</b>	Researching and Developing Engaging Pedagogies

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

<b>102077.1</b>	Understanding and Teaching Children
<b>101577.6</b>	Classrooms Without Borders
<b>102071.2</b>	Culture, Subjectivities and Schooling
<b>101582.2</b>	Primary Human Society and its Environment

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

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

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

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

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

<b>101584.2</b>	Primary Mathematics and Numeracy 2
<b>101286.3</b>	Inclusive Teaching for Effective Learning
<b>102074.3</b>	Primary Professional Practice 2
<b>102075.3</b>	Researching and Developing Engaging Pedagogies

**National Literacy and Numeracy TEST**

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following two units: 102074 Primary Professional Practice 2 and 102075 Researching and Developing Engaging Pedagogies in Module 4 of the recommended sequence below.

These students should complete two units from the following list to be eligible to graduate with a Master of Educational Studies.

Choose one of

<b>102096.1</b>	Researching Teaching and Learning 1
<b>101656.2</b>	Researching Practice

And one of the following units on offer in alternate years in 1H Session

<b>101651.1</b>	Applied Imagination
<b>102159.1</b>	Designing Curriculum Futures
<b>102157.1</b>	Ecopedagogies
<b>102148.1</b>	Engaging Communities
<b>102149.2</b>	Inclusive Environments
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102168.1</b>	Principles and Practices of Evaluation
<b>102152.1</b>	Social Ecology
<b>101658.1</b>	Transformative Learning

Or one of the following units on offer alternate years in 2H Session

<b>102156.1</b>	Disability in Context
<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction
<b>102161.1</b>	Leading Change

Or one of the following units on offer alternate years in 2H Session

<b>102165.1</b>	At the cultural interface - learning two ways
<b>101652.1</b>	Ecopychology and Cultural Change
<b>102146.1</b>	Effective Working Relationships
<b>102155.1</b>	Teaching and Learning with Adults

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

---

### 1782.2

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 2H 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.

Students can exit with the 1782 - Graduate Diploma in Educational Studies (Primary) (exit only) on completion of 80 credit points of study selected from the 1781 Master of Teaching (Primary) units.

#### 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.

101577.6	Classrooms Without Borders
102071.2	Culture, Subjectivities and Schooling
101286.3	Inclusive Teaching for Effective Learning
101585.2	Primary Creative Arts
101579.2	Primary English and Literacy 1
101586.2	Primary English and Literacy 2
102072.1	Primary Health and Physical Education
101582.2	Primary Human Society and its Environment
101580.2	Primary Mathematics and Numeracy 1
101584.2	Primary Mathematics and Numeracy 2
102073.2	Primary Professional Practice 1
101583.2	Primary Science & Technology
102076.1	Teaching and Learning in Classrooms
102077.1	Understanding and Teaching Children

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

---

### 1783.3

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year in this course is 2018 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 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 or five years part-time.

#### Location

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

#### Accreditation

The Master of Teaching (Birth-5 years/ Birth – 12 years) is a professional teaching qualification for students possessing a recognised and relevant bachelor degree. It has been accredited by the NSW Education Standards Authority (NESA) as meeting all initial teacher education accreditation standards including the Australian Professional Standards for Teachers at the Graduate Teacher level. This course has also 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 Education Standards Authority (NESA). Where these requirements are not met, applicants may be offered concurrent enrolment in up to four undergraduate units of study.

Applicants must have achieved a minimum GPA of 4 in undergraduate study. Current students transitioning from approved Western Sydney Pathway to teaching programs are not included in the GPA requirement.

Additional Information for Applicants:

Current Western Sydney University 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 applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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.

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 24-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 in the WSU 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 102103 Community Leadership, 102104 Theorising Play, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3 – 5 Years, 102111 Professional Experience K – 6, 101803 Literacy in the Early Years, 101625 Inclusive Practices 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)

### Additional Requirement:

Satisfactorily complete the School of Education Academic Literacy Assessment Task for unit 102109 Professional Experience Birth – 2 Years

### Course Completion Prerequisites

Prior to graduating and prior to enrolment in unit 102111 Professional Experience K-6, students must:

- Satisfactorily complete the National 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>102101.2</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>102603.1</b>	Early Mathematics and Numeracy
<b>101625.3</b>	Inclusive Practices
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.2</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

**101586.2** Primary English and Literacy 2  
**102111.2** Professional Experience K - 6

## Recommended Sequence

### Mid-year Intake

#### Year 1

#### 2H Session

**102101.2** Diverse Literacies  
**102106.1** People, Place and Pedagogy  
**101899.1** Introduction to Pedagogical Leadership  
**102104.2** Theorising Play

#### Year 2

#### 1H Session

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

#### 2H Session

**102603.1** Early Mathematics and Numeracy  
**101625.3** Inclusive Practices  
**102105.1** Creative Teaching and Learning  
**102103.1** Community Leadership

#### Year 3

#### 1H Session

**102108.2** Leadership and Management  
**101803.2** Literacy in the Early Years  
**102107.1** Practising Pedagogical Leadership  
**102110.2** 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 Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) and Bachelor of Social Science (Pathway to Early Childhood Teaching) - (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

### Start-year Intake

#### Year 1

#### 1H Session

**102100.1** Research and Professional Practice

**102101.2** Diverse Literacies  
**102105.1** Creative Teaching and Learning  
**101105.3** Prosocial Learning Environments

#### 2H Session

**102106.1** People, Place and Pedagogy  
**102603.1** Early Mathematics and Numeracy  
**101625.3** Inclusive Practices  
**102109.1** Professional Experience Birth - 2 Years

#### Year 2

#### 1H Session

**101803.2** Literacy in the Early Years  
**102108.2** Leadership and Management  
**102107.1** Practising Pedagogical Leadership  
**102110.2** 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 Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth - 12) and Bachelor of Social Science (Pathway to Early Childhood Teaching) - (40 credit points advanced standing for Theorising Play; Introduction to Pedagogical Leadership; Children, Families, Communities; Community Leadership)

### Mid-year Intake

#### Year 1

#### 2H Session

**102101.2** Diverse Literacies  
**102105.1** Creative Teaching and Learning  
**102106.1** People, Place and Pedagogy  
**102109.1** Professional Experience Birth - 2 Years

#### Year 2

#### 1H Session

**102100.1** Research and Professional Practice  
**102108.2** Leadership and Management  
**101803.2** Literacy in the Early Years  
**101105.3** Prosocial Learning Environments

#### 2H Session

**102603.1** Early Mathematics and Numeracy  
**101625.3** Inclusive Practices  
**102107.1** Practising Pedagogical Leadership  
**102110.2** 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>102101.2</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>102603.1</b>	Early Mathematics and Numeracy
<b>101625.3</b>	Inclusive Practices
<b>102106.1</b>	People, Place and Pedagogy
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.2</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>102101.2</b>	Diverse Literacies
<b>102106.1</b>	People, Place and Pedagogy
<b>102603.1</b>	Early Mathematics and Numeracy
<b>101625.3</b>	Inclusive Practices
<b>102109.1</b>	Professional Experience Birth - 2 Years

#### Summer Session

<b>102108.2</b>	Leadership and Management
<b>102105.1</b>	Creative Teaching and Learning

#### Year 2

#### 1H Session

<b>102100.1</b>	Research and Professional Practice
<b>101803.2</b>	Literacy in the Early Years
<b>101105.3</b>	Prosocial Learning Environments
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.2</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 the TAFE Bachelor of Early Childhood Education and Care (100 credit points of advanced standing for 101625 Inclusive Practices, 101899 Introduction to Pedagogical Leadership, 102101 Diverse Literacies, 102102 Children, Families, Communities, 102103 Community Leadership, 102104 Theorising Play, 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**

- 102603.1** Early Mathematics and Numeracy  
**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, 102101 Diverse Literacies, 102102 Children, Families, Communities, 102103 Community Leadership, 102104 Theorising Play, 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**

- 102603.1** Early Mathematics and Numeracy  
**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**

- 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, 102101 Diverse Literacies, 102102 Children, Families, Communities, 102103 Community Leadership, 102104 Theorising Play, 102107 Practising Pedagogical Leadership, 102108 Leadership and Management, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3-5 Years)

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

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

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

**2H Session**

- 102603.1** Early Mathematics and Numeracy  
**102106.1** People, Place and Pedagogy

Two BA units

**Summer Session**

Two BA units

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

- 101583.2** Primary Science & Technology  
**101580.2** Primary Mathematics and Numeracy 1  
**101586.2** Primary English and Literacy 2  
**102111.2** 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, 102101 Diverse Literacies, 102102 Children, Families, Communities, 102103 Community Leadership, 102104 Theorising Play, 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

**102603.1** Early Mathematics and Numeracy  
**102106.1** People, Place and Pedagogy

Two BA units

##### Summer Session

Two BA units

#### Year 2

##### 1H Session

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

##### 2H Session

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

## Recommended Sequence

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

## Start-year Intake

### Year 1

#### 1H Session

**102100.1** Research and Professional Practice  
**102101.2** Diverse Literacies  
**102104.2** Theorising Play  
**101583.2** Primary Science & Technology

#### 2H Session

**102106.1** People, Place and Pedagogy  
**102603.1** Early Mathematics and Numeracy  
**102103.1** Community Leadership

### Year 2

#### 1H 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 Western Sydney University Bachelor of Education (Birth – 5 Years) - (Students receive advanced standing for 101625 Inclusive Practices, 101899 Introduction to Pedagogical Leadership, 102102 Children, Families, Communities, 102107 Practising Pedagogical Leadership, 102108 Leadership and Management, 102109 Professional Experience Birth – 2 Years, 102110 Professional Experience 3-5 Years, 101803 Literacy in the Early Years; 101105 Prosocial Learning Environments, 102105 Creative Teaching and Learning)

## Start-year Intake Accelerated Pattern

### Year 1

#### 1H Session

**102100.1** Research and Professional Practice  
**102101.2** Diverse Literacies  
**102104.2** Theorising Play  
**101580.2** Primary Mathematics and Numeracy 1  
**101583.2** Primary Science & Technology

#### 2H Session

**102603.1** Early Mathematics and Numeracy  
**102106.1** People, Place and Pedagogy  
**101586.2** Primary English and Literacy 2  
**102103.1** Community Leadership  
**102111.2** 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

Campus	Attendance	Mode
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

<a href="#">102100.1</a>	Research and Professional Practice
<a href="#">102101.2</a>	Diverse Literacies
<a href="#">102102.2</a>	Children, Families, Communities
<a href="#">102104.2</a>	Theorising Play

##### 2H Session

<a href="#">102105.1</a>	Creative Teaching and Learning
<a href="#">102106.1</a>	People, Place and Pedagogy
<a href="#">101899.1</a>	Introduction to Pedagogical Leadership
<a href="#">102103.1</a>	Community Leadership

##### Year 2

##### 1H Session

<a href="#">102108.2</a>	Leadership and Management
<a href="#">101803.2</a>	Literacy in the Early Years
<a href="#">101105.3</a>	Prosocial Learning Environments
<a href="#">102109.1</a>	Professional Experience Birth - 2 Years

##### 2H Session

<a href="#">102603.1</a>	Early Mathematics and Numeracy
--------------------------	--------------------------------

<a href="#">101625.3</a>	Inclusive Practices
<a href="#">102107.1</a>	Practising Pedagogical Leadership
<a href="#">102110.2</a>	Professional Experience 3 - 5 Years

### Mid-year Intake

##### Year 1

##### 2H Session

<a href="#">102101.2</a>	Diverse Literacies
<a href="#">102106.1</a>	People, Place and Pedagogy
<a href="#">101899.1</a>	Introduction to Pedagogical Leadership
<a href="#">102104.2</a>	Theorising Play

##### Year 2

##### 1H Session

<a href="#">102100.1</a>	Research and Professional Practice
<a href="#">102102.2</a>	Children, Families, Communities
<a href="#">101105.3</a>	Prosocial Learning Environments
<a href="#">102109.1</a>	Professional Experience Birth - 2 Years

##### 2H Session

<a href="#">102603.1</a>	Early Mathematics and Numeracy
<a href="#">101625.3</a>	Inclusive Practices
<a href="#">102105.1</a>	Creative Teaching and Learning
<a href="#">102103.1</a>	Community Leadership

##### Year 3

##### 1H Session

<a href="#">102108.2</a>	Leadership and Management
<a href="#">101803.2</a>	Literacy in the Early Years
<a href="#">102107.1</a>	Practising Pedagogical Leadership
<a href="#">102110.2</a>	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

<a href="#">102100.1</a>	Research and Professional Practice
<a href="#">102101.2</a>	Diverse Literacies
<a href="#">102105.1</a>	Creative Teaching and Learning
<a href="#">101105.3</a>	Prosocial Learning Environments

##### 2H Session

<a href="#">102603.1</a>	Early Mathematics and Numeracy
<a href="#">101625.3</a>	Inclusive Practices
<a href="#">102106.1</a>	People, Place and Pedagogy
<a href="#">102109.1</a>	Professional Experience Birth - 2 Years

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

<b>101803.2</b>	Literacy in the Early Years
<b>102108.2</b>	Leadership and Management
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.2</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>102101.2</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>102603.1</b>	Early Mathematics and Numeracy
<b>101625.3</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>102110.2</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>102101.2</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>102603.1</b>	Early Mathematics and Numeracy
<b>101625.3</b>	Inclusive Practices
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.2</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>102101.2</b>	Diverse Literacies
<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>102603.1</b>	Early Mathematics and Numeracy
<b>101625.3</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>102105.1</b>	Creative Teaching and Learning
<b>101105.3</b>	Prosocial Learning Environments
<b>102107.1</b>	Practising Pedagogical Leadership
<b>102110.2</b>	Professional Experience 3 - 5 Years

**Graduate Certificate in Primary Mathematics Education****1830.2**

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 Spring 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 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. The course is suitable for Primary and lower Secondary teachers.

**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 three or four 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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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 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. 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. The course is suitable for Primary and lower Secondary teachers. 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 three or four 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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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

## 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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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
102093.3	Secondary Professional Practice 1

## Master of Education (STEM)

### 1847.1

The Master of Education (STEM) is designed for teachers seeking to enhance their knowledge in science, technology, engineering and mathematics, and their capacity to plan, deliver and evaluate effectively integrated STEM learning experiences. Graduates will have specialised skills to enable them to critically analyse, reflect on and synthesise multi-disciplinary approaches to STEM teaching, drawing on appropriate theoretical knowledge, allowing them to plan and deliver exemplary practice in STEM teaching. Graduates will also gain the skills required to be STEM leaders in schools, developing, enacting and evaluating interdisciplinary curriculum reform for the future. The course is suitable for Primary and lower Secondary teachers.

### Study Mode

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

### Location

Campus	Attendance	Mode
Online	Full Time	Multi Modal
Online	Part Time	Multi Modal

### Advanced Standing

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

### Admission

Applicants must have successfully completed a teaching qualification.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 provide evidence of satisfactory completion of Working with Children Check, Child Protection Awareness Training, and ASCIA anaphylaxis e-training.

### Course Structure

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

### Core Units

All students must complete the following four core units

<b>102508.1</b>	STEM foundations
<b>102509.1</b>	Computational Thinking across the STEM Curriculum
<b>101656.2</b>	Researching Practice
<b>102163.1</b>	Professional Project

Note: Units 101656 Researching Practice & 102163 Professional Project are on offer every year both in 1H and 2H sessions.

Student must also complete eight units from the following three courses (with at least one unit from each course)

Students who have obtained four units of Advanced Standing must complete four units from the following three courses (with at least one unit from each course)

Graduate Certificate in Primary Mathematics

<b>102322.1</b>	Addressing Diversity in Mathematics Teaching and Learning
<b>102324.1</b>	Assessment and Intervention for Mathematics and Numeracy Learning
<b>102323.1</b>	Leading Mathematics in the Primary School
<b>102321.1</b>	Mathematics for Contemporary Learners

Graduate Certificate in Primary Science Education

<b>102486.1</b>	Addressing Diversity in Science Teaching and Learning
<b>102488.1</b>	Assessment and Intervention for Science Learning
<b>102487.1</b>	Leading Science in the Primary School
<b>102485.1</b>	Science for Contemporary Learners

Master of Education (Leadership)

<b>102159.1</b>	Designing Curriculum Futures
<b>102161.1</b>	Leading Change

## Master of Teaching (Secondary) STEM

### 1848.1

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 2018 or later.

This course is an accredited professional teaching qualification for students possessing an appropriate bachelor's degree. It prepares graduates for careers in secondary school settings in particular science, technology, engineering and/or mathematics (STEM) in NSW, other Australian states and internationally. The course provides a strong qualification in secondary STEM 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 Teaching (Secondary) STEM is for students not seeking a professional teaching qualification.

### Study Mode

Two years full-time

### Location

Campus	Attendance	Mode
Penrith Campus	Full 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 successfully completed an undergraduate degree in the disciplines of science, technology, engineering and/or mathematics (STEM) and these units must match with the secondary STEM subject content requirements of the NSW Education Standards Authorities (NESA).

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

Applicants must have a minimum GPA of 5 in undergraduate study.

Applicants are required to successfully complete the non-academic capability assessment. Applicants are required to commit to attend a school two days per week during each semester in order to complete the Professional Experience in schools' requirement, in addition to lectures and tutorials.

#### *Additional Information for Applicants*

Current students transitioning from Western Sydney Bachelor of Science (Pathway to Teaching Secondary/ Primary) are required to meet all of the above admission requirements.

All other Applications from Australian and New Zealand citizens and holders of permanent resident visas must be

made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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.

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

- 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

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 in units 102086 - Designing Teaching and Learning, 102510 - Secondary Professional Practice 1 - STEM, 102513 - Secondary Professional Practice 2 - STEM & 102511 - STEM Pedagogies in Practice, students must:

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

Additional requirement of satisfactorily completing the School of Education Academic Literacy TASK and Numeracy TASK for:

102510 Secondary Professional Practice 1 - STEM

### Course Completion Prerequisites

Prior to enrolling in 102513 Secondary Professional Practice 2 - STEM students must have:

- Satisfactorily completed the national Literacy and Numeracy TEST which pre-service teachers are required to pass prior to their final professional experience placement (NSW Education Standards Authority (NESA)).

### Course Structure

Qualification for this award requires the successful completion of 160 credit points as per recommended sequence below.

#### Session 1

- 102508.1** STEM foundations
- 102081.1** Adolescent Development and Teaching
- 102083.1** Diversity, Social Justice and Learning
- 102086.1** Designing Teaching and Learning

#### Session 2

- 102082.1** Pedagogy for Positive Learning Environments
- 102087.1** Secondary Curriculum 1A
- 102090.1** Secondary Curriculum 2A
- 102510.1** Secondary Professional Practice 1 - STEM

Students may exit at this point with a Graduate Diploma in Teaching (Secondary) STEM after the successful completion of 80 credit points of study.

#### Session 3

- 102085.2** Aboriginal & Culturally Responsive Pedagogies
- 102088.1** Secondary Curriculum 1B
- 102091.1** Secondary Curriculum 2B
- 102511.1** STEM Pedagogies in Practice

#### Session 4

- 102084.1** Inclusive Education - Theory, Policy & Practice
- 102089.1** Secondary Curriculum 1C
- 102513.1** Secondary Professional Practice 2 - STEM
- 102512.1** Researching STEM Education for Future Leadership

### Optional unit

Students who have satisfied the NESA undergraduate subject content requirements in Design and Technology undertake an optional 102092 Secondary Curriculum unit 2C (Tech Yr11-Yr12) to meet NESA teaching area requirement for Technology key learning areas.

- 102092.1** Secondary Curriculum 2C

## Graduate Certificate in Language Teaching and Bilingualism (Birth - 12 Years)

### 1849.1

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 Autumn 2018 or later.

The Graduate Certificate in Language Teaching and Bilingualism (Birth – 12 Years) provides a specialist qualification for teachers, early childhood educators and paraprofessionals working with bilingual and multilingual children in prior to school and primary school settings in Australia and internationally. Although this is not a teaching qualification, students will develop expertise in the discipline and pedagogical knowledge necessary to support young learners in developing their linguistic capabilities in their home language. The course includes a placement in an educational setting with bi/multilingual learners.

### 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 successfully completed

- an undergraduate degree, or higher, in any discipline with a sub-major or major in a language other than English Or
- an undergraduate degree or diploma in any discipline and have native or near native proficiency in a language other than English with evidence of formal study such as Australia Year 12 language study or equivalent.

#### Additional Information for Applicants

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 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

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 will need to complete a Working with Children Check, ASCIA Anaphylaxis e-training and Child Protection Awareness Training. These are special requirements for the Professional Practice: Language Teaching unit.

### Course Structure

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

### Recommended sequence

#### Full-time

##### Semester 1

<b>102525.1</b>	Bilingualism and Education
<b>102514.1</b>	Pedagogies for Languages Teaching
<b>102515.1</b>	Professional Practice: Languages Teaching

#### Part-time

##### Semester 1

<b>102525.1</b>	Bilingualism and Education
<b>102514.1</b>	Pedagogies for Languages Teaching

##### Semester 2

<b>102515.1</b>	Professional Practice: Languages Teaching
-----------------	---



## Master of Education (Leadership and Management)

### 1850.1

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 2017 or later.

The Master of Education (Leadership and Management) is an ideal course for professionals aspiring to become leaders in a range of educational organisations, locally and internationally. Units are drawn from the School of Education and the School of Business, providing professionals with comprehensive skills, knowledge and competencies to lead teaching and learning as well as lead organisations in an ever-changing business climate. A capstone unit provides students with the opportunity to apply their knowledge and skills to solve a real-world education business management problem through action-learning. Focusing on theory and practice, the course has significant application to the workplace.

Education units are offered at Kingswood campus in First Half (1H) and Second Half (2H) and Business units are offered at Parramatta City campus in quarters (Q1, Q2, Q3, and Q4) teaching sessions. Students are required to travel between campuses in order to complete their units. The course duration is one year full-time however students are kindly instructed to commence at either 1H/Q1 or 2H/Q3 enrolment points and be aware that the Education units for 1H commence in mid January while 2H commences in early July.

### Study Mode

One year full-time or two years part-time. The education units in this course are offered at Penrith campus and the business units are offered at Parramatta City. Students will be required to travel between campuses in order to complete this course. In addition, units from the School of Education are offered in 1st half and 2nd half while units from the School of Business are offered in Quarters 1,2,3,4. Students will need to be aware of this when enrolling in units and determining unit commencement times.

### Location

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

### Admission

Applicants for admission into the Master of Education (Leadership and Management) must have successfully completed

- a postgraduate (Level 8) qualification or higher, in teaching/education, political science, policy studies, business studies, health, human welfare studies and services, or behavioural science Or
- a bachelor qualification (Level 7) plus three years full-time of professional work experience in the fields of teaching/education, political science, policy studies,

business studies, human welfare studies and services, or behavioural science.

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.

Additional Information for Applicants

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 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.

### Special Requirements

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

### Course Structure

Qualification for this award requires the successful completion of 80 credit points - (40 credit points from the School of Education Pool units listed below and 40 credit

points from the School of Business) as per the recommended sequence below.

Note: Education units are offered in alternate years. Students select from the units on offer in each semester/year of enrolment.

Note: Business units are offered in quarters

### Education Pool units

<b>102165.1</b>	At the cultural interface - learning two ways
<b>102159.1</b>	Designing Curriculum Futures
<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction
<b>102148.1</b>	Engaging Communities
<b>100701.1</b>	Leadership, Mentoring and Professional Growth
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102168.1</b>	Principles and Practices of Evaluation
<b>101658.1</b>	Transformative Learning

### Recommended Sequence

#### Full-time

##### Semester 1

Two Education Pool units

<b>200821.2</b>	Financial Reports for Decision Making
<b>200833.1</b>	Leading Contemporary Organisations

##### Semester 2

Two Education Pool units

<b>200826.1</b>	Contemporary People Management
<b>200280.4</b>	Masters Project

#### Part-time

##### Semester 1

One Education Pool unit

<b>200821.2</b>	Financial Reports for Decision Making
-----------------	---------------------------------------

##### Semester 2

One Education Pool unit

<b>200833.1</b>	Leading Contemporary Organisations
-----------------	------------------------------------

##### Semester 3

One Education Pool unit

<b>200826.1</b>	Contemporary People Management
-----------------	--------------------------------

##### Semester 4

One Education Pool unit

<b>200280.4</b>	Masters Project
-----------------	-----------------

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

---

### 1851.1

Graduate Certificate in Education (Leadership and Management) is an early exit point only from 1850 - Master of Education (Leadership and Management).

Qualification for this award requires the successful completion of 40 credit points (cps) - (20cps from the School of Education and 20cps from the School of Business excluding the unit 200280 Masters Project) as per the Master of Education (Leadership and Management) recommended sequence.

### Study Mode

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

### Location

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

### Admission

This course is an exit point only from 1850 - Master of Education (Leadership and Management)

Please refer to the entry 1850 - Master of Education (Leadership and Management) for details of the course structure.

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

---

### 1852.1

Graduate Certificate in Education (STEM) is an early exit point only from 1847 - Master of Education (STEM)

Qualification for this award requires the successful completion of 40 credit points - two (2) core units which must include 102508 STEM foundations and 102509 Computational thinking across the STEM curriculum and two electives units as per the Master of Education (STEM) recommended sequence.

### Study Mode

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

### Location

Campus	Attendance	Mode
Online	Full Time	Multi Modal
Online	Part Time	Multi Modal

### Admission

This course is an exit point only from 1847 - Master of Education (STEM)

Please refer to the entry 1847 - Master of Education (STEM) for details of the course structure.

## Graduate Diploma in Teaching (Secondary) STEM (exit only)

### 1853.1

Graduate Diploma in Teaching (Secondary) STEM (exit only) is an early exit point only from 1848 - Master of Teaching (Secondary) STEM.

Qualification for this award requires the successful completion of 80 credit points from the units as per the Master of Teaching (Secondary) STEM recommended sequence.

### Study Mode

One year full-time.

### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal

### Admission

This course is an exit point only from 1848 - Master of Teaching (Secondary) STEM.

Please refer to the entry 1848 - Master of Teaching (Secondary) STEM for details of the course structure.

## Master of Educational Studies (exit only)

### 1859.1

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 2H 2017 or later.

The Master of Educational Studies is an exit point on completion of 160 credit points of study from the Master of Teaching (Secondary) or Master of Teaching (Primary). This course provides an exit point for students who do not meet the National Literacy and Numeracy TEST requirement.

### 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

### Admission

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

### Course Structure

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

## Recommended Sequence for students exiting from 1714 Master of Teaching (Secondary)

### Start Year Intake Full-time

#### 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

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C, 102092 Secondary Curriculum 2C.

<b>102082.1</b>	Pedagogy for Positive Learning Environments
<b>102087.1</b>	Secondary Curriculum 1A
<b>102090.1</b>	Secondary Curriculum 2A
<b>102093.3</b>	Secondary Professional Practice 1

#### Semester 3

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C, 102092 Secondary Curriculum 2C.

<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice
<b>102088.1</b>	Secondary Curriculum 1B
<b>102091.1</b>	Secondary Curriculum 2B

And/Or

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

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit:

<b>102094.2</b>	Secondary Professional Practice 2
-----------------	-----------------------------------

These students should complete one unit from the following list to be eligible to graduate with a Master of Educational Studies

Choose one of the following units on offer in alternate years in 1H Session

<b>101651.1</b>	Applied Imagination
<b>102159.1</b>	Designing Curriculum Futures
<b>102157.1</b>	Ecopedagogies
<b>102149.2</b>	Inclusive Environments

- 102158.1** Learning and Teaching in Challenging Contexts  
**102168.1** Principles and Practices of Evaluation  
**102152.1** Social Ecology  
**101658.1** Transformative Learning

Or one of the following units on offer alternate years in 2H Session

- 102165.1** At the cultural interface - learning two ways  
**102156.1** Disability in Context  
**101652.1** Ecopsychology and Cultural Change  
**102160.1** Education Policy, Practice and Global Knowledge Co-construction  
**102146.1** Effective Working Relationships  
**102148.1** Engaging Communities  
**102161.1** Leading Change  
**102155.1** Teaching and Learning with Adults

#### Semester 4

- 102085.2** Aboriginal & Culturally Responsive Pedagogies  
**102605.1** Professional Practice Community Engagement  
**102098.2** Contemporary Teacher Leadership  
**102097.1** Researching Teaching & Learning 2

#### Mid Year Intake Full-time

##### 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

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C , 102092 Secondary Curriculum 2C.

- 102082.1** Pedagogy for Positive Learning Environments  
**102093.3** Secondary Professional Practice 1

- 102088.1** Secondary Curriculum 1B  
**102091.1** Secondary Curriculum 2B

And/Or

- 102089.1** Secondary Curriculum 1C  
**102092.1** Secondary Curriculum 2C

##### Semester 3

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089

Secondary Curriculum 1C , 102092 Secondary Curriculum 2C.

- 102087.1** Secondary Curriculum 1A  
**102090.1** Secondary Curriculum 2A  
**102085.2** Aboriginal & Culturally Responsive Pedagogies

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit:

- 102094.2** Secondary Professional Practice 2

These students should complete one unit from the following list to be eligible to graduate with a Master of Educational Studies

Choose one of the following units on offer in alternate years in 1H Session

- 101651.1** Applied Imagination  
**102159.1** Designing Curriculum Futures  
**102157.1** Ecopedagogies  
**102149.2** Inclusive Environments  
**102158.1** Learning and Teaching in Challenging Contexts  
**102168.1** Principles and Practices of Evaluation  
**102152.1** Social Ecology  
**101658.1** Transformative Learning

Or one of the following units on offer alternate years in 2H Session

- 102165.1** At the cultural interface - learning two ways  
**102156.1** Disability in Context  
**101652.1** Ecopsychology and Cultural Change  
**102160.1** Education Policy, Practice and Global Knowledge Co-construction  
**102146.1** Effective Working Relationships  
**102148.1** Engaging Communities  
**102161.1** Leading Change  
**102155.1** Teaching and Learning with Adults

##### Semester 4

- 102098.2** Contemporary Teacher Leadership  
**102097.1** Researching Teaching & Learning 2  
**102084.1** Inclusive Education - Theory, Policy & Practice  
**102605.1** Professional Practice Community Engagement

#### Start Year Intake Accelerated Pathway

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

##### Semester 1

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

##### Semester 2

- 102082.1** Pedagogy for Positive Learning Environments  
**102087.1** Secondary Curriculum 1A

- 102090.1** Secondary Curriculum 2A  
**102093.3** Secondary Professional Practice 1  
**102084.1** Inclusive Education - Theory, Policy & Practice  
**102085.2** Aboriginal & Culturally Responsive Pedagogies

**Semester 3**

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C, 102092 Secondary Curriculum 2C.

- 102605.1** Professional Practice Community Engagement  
**102098.2** Contemporary Teacher Leadership  
**102097.1** Researching Teaching & Learning 2

- 102088.1** Secondary Curriculum 1B  
**102091.1** Secondary Curriculum 2B

And/Or

- 102089.1** Secondary Curriculum 1C  
**102092.1** Secondary Curriculum 2C

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit:

- 102094.2** Secondary Professional Practice 2

These students should complete one unit from the following list to be eligible to graduate with a Master of Educational Studies

Choose one of the following units on offer in alternate years in 1H Session

- 101651.1** Applied Imagination  
**102159.1** Designing Curriculum Futures  
**102157.1** Ecopedagogies  
**102149.2** Inclusive Environments  
**102158.1** Learning and Teaching in Challenging Contexts  
**102168.1** Principles and Practices of Evaluation  
**102152.1** Social Ecology  
**101658.1** Transformative Learning

Or one of the following units on offer alternate years in 2H Session

- 102165.1** At the cultural interface - learning two ways  
**102156.1** Disability in Context  
**101652.1** Ecopsychology and Cultural Change  
**102160.1** Education Policy, Practice and Global Knowledge Co-construction  
**102146.1** Effective Working Relationships  
**102148.1** Engaging Communities  
**102161.1** Leading Change  
**102155.1** Teaching and Learning with Adults

**Mid-year Intake Accelerated Pathway**

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

**Semester 1**

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

**Semester 2**

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C, 102092 Secondary Curriculum 2C.

- 102082.1** Pedagogy for Positive Learning Environments  
**102093.3** Secondary Professional Practice 1  
**102084.1** Inclusive Education - Theory, Policy & Practice  
**102605.1** Professional Practice Community Engagement

- 102088.1** Secondary Curriculum 1B  
**102091.1** Secondary Curriculum 2B

And/Or

- 102089.1** Secondary Curriculum 1C  
**102092.1** Secondary Curriculum 2C

**Semester 3**

Students who have satisfied the NESA undergraduate subject content requirements undertake a recognised Secondary Curriculum stream for Secondary Curriculum Units (102087 Secondary Curriculum 1A, 102090 Secondary Curriculum 2A; 102088 Secondary Curriculum 1B, 102091 Secondary Curriculum 2B; And/Or 102089 Secondary Curriculum 1C, 102092 Secondary Curriculum 2C.

- 102087.1** Secondary Curriculum 1A  
**102090.1** Secondary Curriculum 2A  
**102098.2** Contemporary Teacher Leadership  
**102097.1** Researching Teaching & Learning 2  
**102085.2** Aboriginal & Culturally Responsive Pedagogies

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following unit:

- 102094.2** Secondary Professional Practice 2

These students should complete one unit from the following list to be eligible to graduate with a Master of Educational Studies

Choose one of the following units on offer in alternate years in 1H Session

<b>101651.1</b>	Applied Imagination
<b>102159.1</b>	Designing Curriculum Futures
<b>102157.1</b>	Ecopedagogies
<b>102149.2</b>	Inclusive Environments
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102168.1</b>	Principles and Practices of Evaluation
<b>102152.1</b>	Social Ecology
<b>101658.1</b>	Transformative Learning

Or one of the following units on offer alternate years in 2H Session

<b>102165.1</b>	At the cultural interface - learning two ways
<b>102156.1</b>	Disability in Context
<b>101652.1</b>	Ecopsychology and Cultural Change
<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction
<b>102146.1</b>	Effective Working Relationships
<b>102148.1</b>	Engaging Communities
<b>102161.1</b>	Leading Change
<b>102155.1</b>	Teaching and Learning with Adults

### Recommended Sequence for students exiting 1781 Master of Teaching (Primary)

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

#### 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

##### Year 1

##### 1H session

<b>102076.1</b>	Teaching and Learning in Classrooms
<b>102073.2</b>	Primary Professional Practice 1
<b>101579.2</b>	Primary English and Literacy 1
<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>102072.1</b>	Primary Health and Physical Education
<b>101585.2</b>	Primary Creative Arts

##### 2H session

<b>101586.2</b>	Primary English and Literacy 2
<b>101583.2</b>	Primary Science & Technology
<b>101584.2</b>	Primary Mathematics and Numeracy 2
<b>101286.3</b>	Inclusive Teaching for Effective Learning

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following units:

<b>102074.3</b>	Primary Professional Practice 2
<b>102075.3</b>	Researching and Developing Engaging Pedagogies

These students should complete two units from the following list to be eligible to graduate with a Master of Educational Studies.

Choose one of

<b>102096.1</b>	Researching Teaching and Learning 1
<b>101656.2</b>	Researching Practice

Note: 101656 Researching Practice is only on offer in 1H Session

And one of the following units on offer in alternate years in 1H Session

<b>101651.1</b>	Applied Imagination
<b>102159.1</b>	Designing Curriculum Futures
<b>102157.1</b>	Ecopedagogies
<b>102149.2</b>	Inclusive Environments
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102168.1</b>	Principles and Practices of Evaluation
<b>102152.1</b>	Social Ecology
<b>101658.1</b>	Transformative Learning

Or one of the following units on offer alternate years in 2H Session

<b>102165.1</b>	At the cultural interface - learning two ways
<b>102156.1</b>	Disability in Context
<b>101652.1</b>	Ecopsychology and Cultural Change
<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction
<b>102146.1</b>	Effective Working Relationships
<b>102148.1</b>	Engaging Communities
<b>102161.1</b>	Leading Change
<b>102155.1</b>	Teaching and Learning with Adults

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

##### Year 1

##### 1H session

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

##### 2H session

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

##### Year 2

##### 1H session

<b>101584.2</b>	Primary Mathematics and Numeracy 2
<b>101286.3</b>	Inclusive Teaching for Effective Learning

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following units:

<b>102074.3</b>	Primary Professional Practice 2
<b>102075.3</b>	Researching and Developing Engaging Pedagogies

These students should complete two units from the following list to be eligible to graduate with a Master of Educational Studies.

Choose one of

<b>102096.1</b>	Researching Teaching and Learning 1
<b>101656.2</b>	Researching Practice

Note: 101656 Researching Practice (only on offer in 1H Session)

And one of the following units on offer in alternate years in 1H Session

<b>101651.1</b>	Applied Imagination
<b>102159.1</b>	Designing Curriculum Futures
<b>102157.1</b>	Ecopedagogies
<b>102149.2</b>	Inclusive Environments
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102168.1</b>	Principles and Practices of Evaluation
<b>102152.1</b>	Social Ecology
<b>101658.1</b>	Transformative Learning

Or one of the following units on offer alternate years in 2H Session

<b>102165.1</b>	At the cultural interface - learning two ways
<b>102156.1</b>	Disability in Context
<b>101652.1</b>	Ecopsychology and Cultural Change
<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction
<b>102146.1</b>	Effective Working Relationships
<b>102148.1</b>	Engaging Communities
<b>102161.1</b>	Leading Change
<b>102155.1</b>	Teaching and Learning with Adults

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

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

##### Year 1

##### 1H session

<b>102077.1</b>	Understanding and Teaching Children
<b>101577.6</b>	Classrooms Without Borders
<b>102071.2</b>	Culture, Subjectivities and Schooling
<b>101582.2</b>	Primary Human Society and its Environment

##### 2H session

<b>102076.1</b>	Teaching and Learning in Classrooms
<b>102073.2</b>	Primary Professional Practice 1
<b>101579.2</b>	Primary English and Literacy 1
<b>101580.2</b>	Primary Mathematics and Numeracy 1
<b>102072.1</b>	Primary Health and Physical Education
<b>101585.2</b>	Primary Creative Arts

##### Year 2

##### 1H session

<b>101586.2</b>	Primary English and Literacy 2
<b>101583.2</b>	Primary Science & Technology
<b>101584.2</b>	Primary Mathematics and Numeracy 2
<b>101286.3</b>	Inclusive Teaching for Effective Learning

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following units:

<b>102074.3</b>	Primary Professional Practice 2
<b>102075.3</b>	Researching and Developing Engaging Pedagogies

These students should complete two units from the following list to be eligible to graduate with a Master of Educational Studies.

Choose one of

<b>102096.1</b>	Researching Teaching and Learning 1
<b>101656.2</b>	Researching Practice

Note: 101656 Researching Practice (only on offer in 1H Session)

And one of the following units on offer in alternate years in 1H Session

<b>101651.1</b>	Applied Imagination
<b>102159.1</b>	Designing Curriculum Futures
<b>102157.1</b>	Ecopedagogies
<b>102149.2</b>	Inclusive Environments
<b>102158.1</b>	Learning and Teaching in Challenging Contexts
<b>102168.1</b>	Principles and Practices of Evaluation
<b>102152.1</b>	Social Ecology
<b>101658.1</b>	Transformative Learning

Or one of the following units on offer alternate years in 2H Session

<b>102165.1</b>	At the cultural interface - learning two ways
<b>102156.1</b>	Disability in Context
<b>101652.1</b>	Ecopsychology and Cultural Change
<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction
<b>102146.1</b>	Effective Working Relationships
<b>102148.1</b>	Engaging Communities
<b>102161.1</b>	Leading Change
<b>102155.1</b>	Teaching and Learning with Adults

#### Full-time (2 years)

##### Year 1

##### 1H session

<b>102077.1</b>	Understanding and Teaching Children
<b>101577.6</b>	Classrooms Without Borders
<b>102071.2</b>	Culture, Subjectivities and Schooling
<b>101582.2</b>	Primary Human Society and its Environment

##### 2H session

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

##### Year 2

##### 1H session

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

##### 2H session

<b>101584.2</b>	Primary Mathematics and Numeracy 2
<b>101286.3</b>	Inclusive Teaching for Effective Learning

Students who do not pass the National Literacy and Numeracy TEST will not be able to complete the following units:

- 102074.3** Primary Professional Practice 2
- 102075.3** Researching and Developing Engaging Pedagogies

These students should complete two units from the following list to be eligible to graduate with a Master of Educational Studies.

Choose one of

- 102096.1** Researching Teaching and Learning 1
- 101656.2** Researching Practice

Note: 101656 Researching Practice (only on offer in 1H Session)

And one of the following units on offer in alternate years in 1H Session

- 101651.1** Applied Imagination
- 102159.1** Designing Curriculum Futures
- 102157.1** Ecopedagogies
- 102149.2** Inclusive Environments
- 102158.1** Learning and Teaching in Challenging Contexts
- 102168.1** Principles and Practices of Evaluation
- 102152.1** Social Ecology
- 101658.1** Transformative Learning

Or one of the following units on offer alternate years in 2H Session

- 102165.1** At the cultural interface - learning two ways
- 102156.1** Disability in Context
- 101652.1** Ecopsychology and Cultural Change
- 102160.1** Education Policy, Practice and Global Knowledge Co-construction
- 102146.1** Effective Working Relationships
- 102148.1** Engaging Communities
- 102161.1** Leading Change
- 102155.1** Teaching and Learning with Adults



## SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

### 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 holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

<b>102382.1</b>	Research Project in Philosophy
<b>102384.1</b>	Political Philosophy
<b>102383.1</b>	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

<b>102380.1</b>	Philosophical Aesthetics
<b>102381.1</b>	Ethics
<b>102379.1</b>	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

<b>102401.1</b>	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

<b>102380.1</b>	Philosophical Aesthetics
<b>102381.1</b>	Ethics
<b>102379.1</b>	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

<b>102382.1</b>	Research Project in Philosophy
<b>102384.1</b>	Political Philosophy
<b>102383.1</b>	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

<b>102401.1</b>	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.

Philosophy Group at Western Sydney:

### 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 holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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
<b>102379.1</b>	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.

Philosophy Group at Western Sydney:

**Study Mode**

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

**Location**

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

<b>Campus</b>	<b>Attendance</b>	<b>Mode</b>
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 holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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**

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

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

<b>102380.1</b>	Philosophical Aesthetics
-----------------	--------------------------

**102381.1** Ethics  
**102379.1** Special Topics in Philosophy

## 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
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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.

**102602.1** Gender and Genre  
**102581.1** Literary Theory  
**102500.1** Writing and Form  
**102497.1** Writing and Ideas  
**102498.1** Writing Practice and Tradition  
**102499.1** Writing Process  
**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
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	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.

**102602.1** Gender and Genre  
**102581.1** Literary Theory  
**102500.1** Writing and Form  
**102497.1** Writing and Ideas  
**102498.1** Writing Practice and Tradition

**102499.1** Writing Process  
**102501.1** Writing, Sounds, Images, Texts

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

### 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
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	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.

**102602.1** Gender and Genre  
**102581.1** Literary Theory  
**102500.1** Writing and Form  
**102497.1** Writing and Ideas  
**102498.1** Writing Practice and Tradition  
**102499.1** Writing Process  
**102501.1** Writing, Sounds, Images, Texts

## Master of Arts (Research Studies)/PhD

### 1687.3

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

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

The Master of Arts (Research Studies) / PhD is designed to prepare students to undertake a doctoral research project across disciplines in the Humanities and Social Sciences. It combines 1.5 years of course work and research training in Humanities and Social Science research methods and theory to prepare students to undertake a substantial doctoral research project in the second and subsequent years of the degree.

#### Study Mode

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

#### Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

#### Admission

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

#### Course Structure

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

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

The course will comprise the following

- Core units - 20 credit points
- Research Training - 40 credit points
- Alternate units - 50 credit points
- One Elective unit - 10 credit points

Students must successfully complete

#### Core Units - 20 credit points

**400585.2** Theories of the Social  
**101854.1** Language and Linguistics Research Methods

#### Research Training component - 40 credit points

**400421.2** Research Methods for Humanities and Social Sciences  
**101297.3** Languages and Linguistics Special Project  
**400586.2** Integrating Theory, Research and Practice

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

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

<b>101825.3</b>	English Linguistics for TESOL
<b>400417.2</b>	Epidemiology and Quantitative Methods
<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>100925.2</b>	Literary Translation
<b>101697.2</b>	TESOL Methodology and Curricula

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

#### And one elective unit - 10 credit points

In order for students to progress into the PhD research program, they must have an average grade of 75% or greater across all units and have obtained an average grade of 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

### 1800.2

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 Spring 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 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 City Campus- Macquarie Street	Full Time	Internal

Campus	Attendance	Mode
Parramatta City Campus- Macquarie Street	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.

#### 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 or postgraduate qualification in any discipline. Applicants must have an overall IELTS score of 6.5 or equivalent, with a minimum 6.0 in each subtest.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local applicants will find details of minimum English proficiency requirements and acceptable proof 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>102621.1</b>	Formal and Functional Grammar

From 2018 unit 102621 Formal and Functional Grammar has replaced 102336 Functional Grammar.

### Spring session

**101824.3** Second Language Assessment and Testing

Choose three of

**100919.2** Investigating Second Language Acquisition  
**102335.1** Contexts of TESOL  
**102325.1** Advanced Academic English Skills  
**102525.1** Bilingualism and Education  
**102338.1** Intercultural Communication (PG)

### Year 2

#### Autumn session

**101854.1** Language and Linguistics Research Methods  
**102283.1** Multicultural Nonverbal Communication  
**101698.2** TESOL Internship

#### Spring session

**102337.2** TESOL Project

### Mid Year Intake

#### Year 1

#### Spring session

**101697.2** TESOL Methodology and Curricula

Choose two of

**102525.1** Bilingualism and Education  
**102335.1** Contexts of TESOL  
**102325.1** Advanced Academic English Skills

#### Autumn session

**101825.3** English Linguistics for TESOL  
**101854.1** Language and Linguistics Research Methods  
**102283.1** Multicultural Nonverbal Communication  
**102621.1** Formal and Functional Grammar

From 2018 unit 102621 Formal and Functional Grammar has replaced 102336 Functional Grammar.

### Year 2

#### Spring session

**101698.2** TESOL Internship

Choose two of

**101824.3** Second Language Assessment and Testing  
**100919.2** Investigating Second Language Acquisition  
**102338.1** Intercultural Communication (PG)

#### Autumn session

**102337.2** TESOL Project

## Graduate Diploma in TESOL

### 1801.2

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 Spring 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 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 City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	Part Time	Internal

### Advanced Standing

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

### 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 or postgraduate qualification in any discipline. Applicants must have an overall IELTS score of 6.5 or equivalent, with a minimum 6.0 in each subtest.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local applicants will find details of minimum English proficiency requirements and acceptable proof on the UAC website.

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



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

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

### Course Structure

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

### Recommended sequence

#### Start Year Intake

##### Autumn session

- 101825.3** English Linguistics for TESOL  
**101697.2** TESOL Methodology and Curricula

Choose one of

- 102283.1** Multicultural Nonverbal Communication  
**102621.1** Formal and Functional Grammar

From 2018 unit 102621 Formal and Functional Grammar has replaced 102336 Functional Grammar.

##### Spring session

- 101824.3** Second Language Assessment and Testing  
**101698.2** TESOL Internship

Choose one of

- 100919.2** Investigating Second Language Acquisition  
**102335.1** Contexts of TESOL  
**102325.1** Advanced Academic English Skills  
**102525.1** Bilingualism and Education  
**102338.1** Intercultural Communication (PG)

#### Mid Year Intake

##### Spring session

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

Choose one of

- 100919.2** Investigating Second Language Acquisition  
**102335.1** Contexts of TESOL  
**102325.1** Advanced Academic English Skills  
**102525.1** Bilingualism and Education  
**102338.1** Intercultural Communication (PG)

##### Autumn session

- 101825.3** English Linguistics for TESOL  
**101698.2** TESOL Internship

Choose one of

- 102283.1** Multicultural Nonverbal Communication  
**102621.1** Formal and Functional Grammar

From 2018 unit 102621 Formal and Functional Grammar has replaced 102336 Functional Grammar.

## Graduate Certificate in TESOL

### 1802.2

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 Spring 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 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 City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	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 successfully completed an undergraduate degree or postgraduate qualification in any discipline. Applicants must have an overall IELTS score of 6.5 or equivalent, with a minimum 6.0 in each subtest.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local applicants will find details of minimum English proficiency requirements and acceptable proof on the UAC website.

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

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

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

### Course Structure

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

#### Start Year Intake

##### Autumn session

**101825.3** English Linguistics for TESOL  
**101697.2** TESOL Methodology and Curricula

##### Spring session

**101824.3** Second Language Assessment and Testing  
**101698.2** TESOL Internship

#### Mid Year Intake

##### Spring session

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

##### Autumn session

**101825.3** English Linguistics for TESOL  
**101698.2** TESOL Internship

## Master of Arts Translation and Interpreting Studies

### 1780.2

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
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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 Translation and Interpreting Studies.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

<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>102015.1</b>	Interpreting Skills (PG)
<b>100922.2</b>	Medical Interpreting (PG)
<b>100917.2</b>	Specialised Translation (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
<b>101854.1</b>	Language and Linguistics Research Methods

Choose one of

<b>100925.2</b>	Literary Translation
<b>101750.2</b>	Translation Technologies (PG)

##### Spring session

<b>102167.1</b>	Conference Interpreting
<b>100919.2</b>	Investigating Second Language Acquisition
<b>101297.3</b>	Languages and Linguistics Special Project

Choose one of

<b>102338.1</b>	Intercultural Communication (PG)
<b>101827.3</b>	Audiovisual Translation: Subtitling and Captioning

### Mid-year Intake

#### Year 1

##### Spring session

<b>101695.2</b>	Introduction to Interpreting PG
<b>101696.2</b>	Introduction to Translation PG
<b>102524.1</b>	Text Analysis for Translation (PG)

Choose one of

<b>102015.1</b>	Interpreting Skills (PG)
<b>102325.1</b>	Advanced Academic English Skills
<b>102338.1</b>	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
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	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  
**101696.2** Introduction to Translation PG  
**100916.2** Legal Interpreting  
**101868.1** Business Interpreting

**Spring session**

- A7456.5** Interpreting and Translation Professional Practicum (PG)  
**100922.2** Medical Interpreting (PG)  
**102015.1** Interpreting Skills (PG)

One postgraduate unit agreed with the Director Academic Program.

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

This course is an exit point for students undertaking 1776 Graduate Diploma in Translation and 1777 Master of Interpreting and Translation who do not complete 101482 Accreditation Studies.

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
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	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**

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

Choose one of

- 101695.2** Introduction to Interpreting PG  
**100925.2** Literary Translation

**Spring session**

<b>A7456.5</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 Chinese Cultural Relations****1870.1**

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 Spring 2018 or later.

The School of Humanities and Communication Arts in collaboration with the Australia-China Institute for Arts and Culture and other Schools in Western Sydney University is offering a challenging and rigorous degree to meet the needs of cultural institutions and government departments increasingly engaged in cultural exchanges with China. The Master of Chinese Cultural Relations on offer in Australia is primarily aimed at developing skills for managers and administrators working in cultural bodies and government departments that have or would like to develop exchange programs with China. The course may also appeal to students from China and other international students who would like to develop careers in international cultural exchange management. The course will help you develop an understanding of Chinese culture and cultural policy, Australian culture, intercultural communication, international business management; and cultural diplomacy. You may also engage critically with local culture through one unit of study in China. A major research project in cultural exchange will be carried out in the second year, to apply the knowledge and skills from previous units to a real life setting which may involve a work placement in Australia. There will be funding for some scholarships and also travel grants for students taking one optional unit in China. Students may need to travel between campuses in Parramatta.

Successful completion of this Masters program provides a pathway to higher degree research study. 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
Parramatta Campus - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal

**Admission**

Applicants must have successfully completed an undergraduate degree in humanities, social sciences, Asian studies, international relations, languages, linguistics or creative arts;

OR

Successfully completed an undergraduate degree in any discipline AND a minimum of two years full-time equivalent professional work experience in related roles.

**Additional Application Information**

Applicants wanting to have professional experience considered as part of the application process are required to submit

- A curriculum vitae (CV) including:
  - Details of a minimum of two years of full-time equivalent professional experience (paid, voluntary or student) in a supportive capacity in a cultural institution or a government department or a not for profit organisation within an arts and cultural context, including dates and a description of duties.
  - Details of training and experience in the respective roles.
- A statement of service or signed letters from employers confirming your role, duties and period of employment.
- A statement detailing how your professional experience prepares you to undertake postgraduate study.

Applicants must have an overall IELTS score of 6.5 or equivalent, with a minimum 6.0 in each subtest.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 including the units listed in the recommended sequence below.

Students must complete 110 credit points of Core Units listed below and one 10 credit point unit from the Alternate Unit Pool.

### Core Units

Students complete 70 credit points from the following units

<a href="#">102542.1</a>	Australian Cultural Policy and Practice
<a href="#">102541.1</a>	Chinese Cultural Policy and Practice
<a href="#">102543.1</a>	Cultural Diplomacy and Soft Power
<a href="#">102338.1</a>	Intercultural Communication (PG)
<a href="#">200835.2</a>	Managing in the Global Context
<a href="#">800166.1</a>	Research Design 1: Theories of Enquiry
<a href="#">800169.1</a>	Research Design 2: Practices of Research

### Plus the 40 credit point Research Project in Cultural Exchange

<a href="#">102545.1</a>	Research Project in Cultural Exchange
--------------------------	---------------------------------------

### Alternate Unit Pool

Students complete 10 credit points from the following units

<a href="#">102544.1</a>	China Culture Study
<a href="#">200848.3</a>	Governance, Ethics and Social Entrepreneurship
<a href="#">200845.1</a>	Innovation Through Digital Technology
<a href="#">101695.2</a>	Introduction to Interpreting PG
<a href="#">101696.2</a>	Introduction to Translation PG
<a href="#">102181.2</a>	Nation, Power and Difference
<a href="#">102295.1</a>	Space, Place and the Field
<a href="#">102176.1</a>	Theories of Difference and Diversity

- Alternate units are offered in various teaching sessions. Please click on the individual unit links above for details of the teaching sessions available for each unit.

- Students enrolling in the alternate unit 102544 China Culture Study will be required to travel to China for two - three weeks during November/December. On their return to Australia, students are required to complete the assessments for this unit during the Summer A session, late November - early February.

### Recommended sequence

#### Mid-year intake

##### Year 1

##### 2H session

<a href="#">800166.1</a>	Research Design 1: Theories of Enquiry
--------------------------	--

##### Spring session

<a href="#">102541.1</a>	Chinese Cultural Policy and Practice
<a href="#">102338.1</a>	Intercultural Communication (PG)

#### Students must also complete one unit from the Alternate Unit Pool listed above.

##### Year 1

##### 1H session

<a href="#">800169.1</a>	Research Design 2: Practices of Research
--------------------------	--

##### Autumn session

<a href="#">102542.1</a>	Australian Cultural Policy and Practice
<a href="#">102543.1</a>	Cultural Diplomacy and Soft Power

##### Q2 session

<a href="#">200835.2</a>	Managing in the Global Context
--------------------------	--------------------------------

#### Early exit

Students may graduate with course 1871 Graduate Certificate in Chinese Cultural Relations after the successful completion of 40 credit points of study which may include one unit only from the Alternate Unit Pool.

Students may graduate with course 1872 Graduate Diploma in Chinese Cultural Relations after the successful completion of 80 credit points of study, comprising the Year 1 core units and one unit from the Alternate Unit Pool.

##### Year 2

##### Spring session

<a href="#">102545.1</a>	Research Project in Cultural Exchange
--------------------------	---------------------------------------

#### Or

Articulation point to the Masters of Research

The timeline for part-time students will involve all coursework units listed above to be completed prior to the commencement of unit 102545 Research Project in Cultural Exchange.

### Recommended sequence

#### Start year intake

##### Year 1

##### 1H session

<a href="#">800166.1</a>	Research Design 1: Theories of Enquiry
--------------------------	--

**Autumn session**

**102542.1** Australian Cultural Policy and Practice  
**102543.1** Cultural Diplomacy and Soft Power

**Q2 session**

**200835.2** Managing in the Global Context

**2H session**

**800169.1** Research Design 2: Practices of Research

**Spring session**

**102541.1** Chinese Cultural Policy and Practice  
**102338.1** Intercultural Communication (PG)

**Students must also complete one unit from the Alternate Unit Pool listed above.**

**Early exit**

Students may graduate with course 1871 Graduate Certificate in Chinese Cultural Relations after the successful completion of 40 credit points of study which may include one unit only from the Alternate Unit Pool.

Students may graduate with course 1872 Graduate Diploma in Chinese Cultural Relations after the successful completion of 80 credit points of study, comprising the Year 1 core units and one unit from the Alternate Unit Pool.

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

**102545.1** Research Project in Cultural Exchange

**Or**

Articulation point to the Masters of Research

The timeline for part-time students will involve all coursework units listed above to be completed prior to the commencement of unit 102545 Research Project in Cultural Exchange.

## Graduate Diploma in Chinese Cultural Relations (exit only)

---

**1872.1**

This is an exit course only. Applicants apply to 1870 - Master of Chinese Cultural Relations and exit with the Graduate Diploma in Chinese Cultural Relations award.

**Study Mode**

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

**Location**

Campus	Attendance	Mode
Parramatta Campus - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal

## Graduate Certificate in Chinese Cultural Relations (exit only)

---

**1871.1**

This is an exit course only. Applicants apply to 1870 - Master of Chinese Cultural Relations and exit with the Graduate Certificate in Chinese Cultural Relations award.

**Study Mode**

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

**Location**

Campus	Attendance	Mode
Parramatta Campus - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal

## Master of Creative Industries

---

**1856.2**

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 2018 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 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 the current media landscape.

You will develop advanced strategic thinking capacity, build skills and resources, and explore the innovation capacity of the creative industries and of new media platforms and channels. 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 multi-platform media projects and campaigns. There are opportunities to develop high-level strategic plans for real-world organisations, to deliver a major interactive media product, to undertake an in-depth academic or practice-led research project, and to intern professionally in the field. From mobile to social media, from gaming to strategic communication, you will acquire a thorough knowledge of methodologies and directions in the creative industries landscape.

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

### Study Mode

Two years full-time or four years part-time

### Location

Campus	Attendance	Mode
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	Part Time	Internal

### Advanced Standing

40 credit points (cps) of Advanced Standing are available to 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 from the following units

- 101426 Convergent Media Internship [10cps]
- 102300 Foundations of Media Arts and Production (PG) [10cps]
- 101743 Mobile Media [10cps]
- 101962 Researching Convergent Media [10cps]
- 102519 Adaptive Leadership, Management and Team Work [20cps]
- 102517 Innovation and Entrepreneurship PG [20cps]

### 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 two pathways.

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.

Pathway 2 offers students from cognate disciplines a maximum of 40 credit points of advanced standing drawn from available units and in consultation with the Course Advisor. Students complete 120 credit points in the Master of Creative Industries.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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

#### 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

- |                 |   |
|-----------------|---|
| <b>101423.3</b> | Media Project Proposal                        |
| <b>102519.1</b> | Adaptive Leadership, Management and Team Work |

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

##### Spring session

- |                 |                              |
|-----------------|------------------------------|
| <b>101745.2</b> | Media Project Production     |
| <b>101962.1</b> | Researching Convergent Media |

Choose one of

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

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



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

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

**Spring session**

- 102521.1** Media Research Project

Choose two of

- 102300.1** Foundations of Media Arts Production (PG)  
**101426.2** Convergent Media Internship  
**101743.2** Mobile 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  
**102519.1** Adaptive Leadership, Management and Team Work

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**

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

**Recommended Sequence - Pathway 2**

40c credit points of Advanced Standing are available to students from a cognate discipline. Students receiving the maximum 40 credit points will need to complete the remaining 120 credit points from the sequence below.

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

- 101426 Convergent Media Internship [10cps]
- 102300 Foundations of Media Arts and Production (PG) [10cps]
- 101743 Mobile Media [10 cp]
- 101962 Researching Convergent Media [10cps]

- 102519 Adaptive Leadership, Management and Team Work [20cps]
- 102517 Innovation and Entrepreneurship PG [20cps]

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

- 101423.3** Media Project Proposal  
**102519.1** Adaptive Leadership, Management and Team Work

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

**Spring session**

- 101745.2** Media Project Production  
**101962.1** Researching Convergent Media

Choose one of

- 101743.2** Mobile Media  
**101426.2** Convergent Media Internship  
**102300.1** Foundations of Media Arts Production (PG)

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

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

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

**Spring session**

- 102521.1** Media Research Project

Choose two of

- 101743.2** Mobile Media  
**101426.2** Convergent Media Internship  
**102300.1** Foundations of Media Arts Production (PG)

**2.B - Mid Year Commencement**

40 cps of Advanced Standing are available to students from a cognate discipline. Students receiving the maximum 40cps will need to complete the remaining 120cps from the sequence below.

The 40 cps of units that will be offered for advanced standing are from the following units

- 101426 Convergent Media Internship [10cps]
- 102300 Foundations of Media Arts and Production (PG) [10cps]
- 101743 Mobile Media [10 cp]
- 101962 Researching Convergent Media [10cps]
- 102519 Adaptive Leadership, Management and Team Work [20cps]

- 102517 Innovation and Entrepreneurship PG [20cps]

## Year 1

### 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>102519.1</b>	Adaptive Leadership, Management and Team Work

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

## Year 2

### Spring session

<b>101745.2</b>	Media Project Production
<b>102521.1</b>	Media Research Project

### Autumn session

<b>102517.1</b>	Innovation and Entrepreneurship PG
<b>102292.1</b>	Strategic Communication

## Graduate Diploma in Creative Industries

### 1857.2

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 2018 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 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 in the creative industries. To prosper in the current 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 specifics of innovation in the creative industries. 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 to social media, from gaming to strategic communication, you will acquire a thorough knowledge of methodologies and trends in the creative industries.

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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

- 101423.3** Media Project Proposal  
**102519.1** Adaptive Leadership, Management and Team Work

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

#### Spring session

- 101745.2** Media Project Production  
**101962.1** Researching Convergent Media

Choose one of

- 102300.1** Foundations of Media Arts Production (PG)  
**101426.2** Convergent Media Internship  
**101743.2** Mobile Media

### Mid Year - July Commencement

#### Spring session

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

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

#### Autumn session

- 101423.3** Media Project Proposal  
**102519.1** Adaptive Leadership, Management and Team Work

## Graduate Certificate in Creative Industries

### 1858.2

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 2018 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 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 creative industries, which are now 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 an interactive media project and engagement with the theories and technologies of current creative industry trends. 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 methodologies and trends in the creative industries.

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	Part Time	Internal

### Admission

Applicants must have successfully completed an undergraduate or postgraduate degree in a relevant discipline; OR Have a minimum of 3 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). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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.

#### Autumn session

<b>101423.3</b>	Media Project Proposal
<b>102519.1</b>	Adaptive Leadership, Management and Team Work

### 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

## Master of Creative Music Therapy

### 1650.2

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 2018 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 course is offered by the School of Humanities and 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 or higher in humanities, social science, creative arts, health science, music discipline; Or

Successfully completed an undergraduate degree in any discipline and a minimum of two years full-time equivalent professional work experience in roles related to music therapy or music teaching or roles in a dance or vocal studio as a repiteur;

And

Must attend an audition.

Audition:

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

- a) play two contrasting pieces on your first instrument, or if you are a vocalist, sing two contrasting pieces;
- b) play a piece on your second instrument;
- c) sight read a melody (instrumental and vocal);
- d) harmonise a melody on the piano or other western polyphonic instrument;
- e) improvise three simple variations on the piano or other western polyphonic instrument, on a given theme;
- f) perform a free improvisation based on a given subject/theme, on the piano or an instrument of your choice. The improvisation should preferably be atonal.

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

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

#### Additional Application Information

Applicants wanting to have professional experience considered as part of the application process are required to submit:

- A curriculum vitae (CV) including:
  - Details of a minimum of two years of full-time equivalent professional experience (paid, voluntary or student) in a supportive capacity with people in community, welfare, health, the arts or music settings, including dates and a description of duties.
  - Details of training and experience in the respective roles.
- A statement of service or signed letters from employers confirming your role, duties and period of employment.
- A statement detailing how your professional experience prepares you to undertake postgraduate study.

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). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 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 - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	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. Inherent requirements for this course can be viewed via the following link.

### 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 holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

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

Students complete 30 credit points from the following units

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

### 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 Research Methods (PG)  
**102521.1** Media Research Project

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 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

**102521.1** Media Research Project

One SHCA Pool unit

One SCEM Pool unit

### Master of Interpreting and Translation

#### 1777.3

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 2018 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 eligibility to sit for certification by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Certified Interpreter and Translator level. The Master of Arts Translation and Interpreting Studies is also available as an exit award for students who are unable to pass 102562 Preparation for NAATI Certification (PG) 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
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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 an Endorsed Qualification for the National Accreditation Authority for Translators and Interpreters (NAATI) at the Certified Interpreter and Translator level (formerly Level 3). Students who wish to sit for NAATI Certification must pass the unit 102562 Preparation for NAATI Certification (PG). Students who are unable to pass this unit will be able to graduate with the Master of Arts in 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 160 credit points in the Master of Interpreting and Translation.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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>A7456.5</b>	Interpreting and Translation Professional Practicum (PG)
<b>102562.1</b>	Preparation for NAATI Certification (PG)

## 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**

- 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**

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

Two units from the Interpreting and Translation Pool

**Spring session**

- A7456.5** Interpreting and Translation Professional Practicum (PG)
- 102562.1** Preparation for NAATI Certification (PG)

Two units from the Interpreting and Translation Pool

**Graduate Diploma in Interpreting****1775.2**

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 2018 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 Interpreting provides suitably qualified graduates with training in interpreting leading to eligibility to sit for certification by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Certified Interpreter level. 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 102562 Preparation for NAATI Certification (PG), 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
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	Part Time	Internal

**Accreditation**

This course is an Endorsed Qualification for the National Accreditation Authority for Translators and Interpreters (NAATI) at the Certified Interpreter level (formerly Level 3). Students who wish to sit for NAATI Certification must pass the unit 102562 Preparation for NAATI Certification (PG). Students who are unable to pass this unit will be able to graduate with the Graduate Diploma in Interpreting Studies as an alternative exit, provided they pass an alternative unit of 10 credit points.

**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 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 and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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>102015.1</b>	Interpreting Skills (PG)
<b>100922.2</b>	Medical Interpreting (PG)
<b>A7456.5</b>	Interpreting and Translation Professional Practicum (PG)
<b>102562.1</b>	Preparation for NAATI Certification (PG)

## Graduate Diploma in Translation

### 1776.2

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 2018 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 Translation provides suitably qualified graduates with training in translation leading to eligibility to sit for certification by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Certified Translator level. 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 102562 Preparation for NAATI Certification (PG), 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
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	Part Time	Internal

## Accreditation

This course is an Endorsed Qualification for the National Accreditation Authority for Translators and Interpreters (NAATI) at the Certified Translator level (formerly Level 3). Students who wish to sit for NAATI Certification must pass the unit 102562 Preparation for NAATI Certification (PG). Students who are unable to pass this unit will be able to graduate with the Graduate Diploma in Translation Studies as an alternative exit, provided they pass an alternative unit of 10 credit points.

## 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 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 and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local and International applicants who are applying through the

Universities Admissions Centre (UAC) will find details of minimum English proficiency requirements and acceptable proof on the UAC website. Local applicants applying directly to the University should also use the information provided on the UAC website.

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

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

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

### Course Structure

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

### Recommended Sequence

#### Autumn session

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

Choose one of

- 101695.2** Introduction to Interpreting PG
- 100925.2** Literary Translation

#### Spring session

- A7456.5** Interpreting and Translation Professional Practicum (PG)
- 102562.1** Preparation for NAATI Certification (PG)
- 100917.2** Specialised Translation (PG)
- 101827.3** Audiovisual Translation: Subtitling and Captioning

## Graduate Certificate in Interpreting and Translation

### 1602.5

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

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

The Graduate Certificate in Interpreting and Translation is aimed at providing suitable bilingual graduates with knowledge of the theoretical underpinnings and the essential skills of interpreting and translation. The Graduate Certificate in Interpreting and Translation articulates into the

Graduate Diploma in Interpreting, the Graduate Diploma in Translation, the Master of Arts Interpreting and Translation Studies and the Master of Interpreting and Translation. Credit towards any of these courses is granted based on common units. The course is suitable for people new to the discipline as well as for practising interpreters and translators wanting to learn about the theory and to improve their practical skills.

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

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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 and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

### 1816.3

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 2018 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 eligibility to sit for certification by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Certified Translator level. 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
Parramatta City Campus-Macquarie Street	Full Time	Internal
Parramatta City Campus-Macquarie Street	Part Time	Internal

### Advanced Standing

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

### Accreditation

This course is an Endorsed Qualification for the National Accreditation Authority for Translators and Interpreters (NAATI) at the Certified Translator level (formerly Level 3). Students who wish to sit for NAATI Certification must pass the unit 102562 Preparation for NAATI Certification (PG). Students who are unable to pass this unit will be able to graduate with one of the following awards provided they pass the relevant units: 1801 Graduate Diploma in TESOL, 1802 Graduate Certificate in TESOL, 1602 Graduate Certificate in Interpreting and Translation, 1779 Graduate Diploma in Translation Studies or 1776 Graduate Diploma in Translation.

### 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 or postgraduate qualification in any discipline.

Applicants must have an overall IELTS score of 6.5 or equivalent, with a minimum 6.0 in each subtest, and have native or near-native proficiency in one of the following languages: Arabic, Japanese, Korean, Mandarin, Spanish, Thai or Vietnamese.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Local applicants will find details of minimum English proficiency requirements and acceptable proof 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>A7456.5</b>	Interpreting and Translation Professional Practicum (PG)
<b>102562.1</b>	Preparation for NAATI Certification (PG)
<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
<b>102525.1</b>	Bilingualism and Education
<b>102338.1</b>	Intercultural Communication (PG)

## Mid year intake

### Year 1

#### Spring session

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

#### Autumn session

<b>A7456.5</b>	Interpreting and Translation Professional Practicum (PG)
<b>102562.1</b>	Preparation for NAATI Certification (PG)
<b>101750.2</b>	Translation Technologies (PG)
<b>101845.1</b>	Community and Social Services Translation (PG)

### Year 2

#### Spring session

<b>101697.2</b>	TESOL Methodology and Curricula
<b>101824.3</b>	Second Language Assessment and Testing

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
<b>102525.1</b>	Bilingualism and Education
<b>102338.1</b>	Intercultural Communication (PG)

#### Autumn session

<b>101825.3</b>	English Linguistics for TESOL
<b>101698.2</b>	TESOL Internship

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

## SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

### Master of Art Therapy

#### 4595.9

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 Spring 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.

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 - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	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. This course is accredited by the Australian Counselling Association (ACA).

#### 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 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 Western Sydney University.

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

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 holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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.

### Special Requirements

National Police Check and Working with Children Check are required for units 101784 Clinical Studies (Art Therapy) and 101785 Further Clinical Studies (Art Therapy) and these checks are completed on enrolment to the course.

### 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  
**102527.1** Integrating Arts and Therapy

##### Year 2

##### 1H Session

**101784.2** Clinical Studies (Art Therapy)

##### Autumn Session

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

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

##### 2H Session

**101785.2** Further Clinical Studies (Art Therapy)  
**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

**102527.1** 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

**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)

---

### 4596.5

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 - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal

### Course Structure

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

### Recommended Sequence

#### Full-time

##### Year 1

##### Autumn Session

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

##### Spring Session

**102354.1** Art Therapy: Approaches and Applications  
**102527.1** Integrating Arts and Therapy

## Graduate Certificate in Art Therapy (exit only)

---

### 1700.2

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

### Location

Campus	Attendance	Mode
Parramatta Campus - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	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

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

##### Spring Session

**102354.1** Art Therapy: Approaches and Applications

## Master of Clinical Psychology

---

### 1812.2

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 2018 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 Masters course designed to develop competent clinical psychologists.

The objective of the Master of Clinical Psychology is to provide two year's full time training in the professional practice of clinical psychology after which graduates will be eligible to apply for full registration as a psychologist and as a Clinical Psychology registrar. Following successful completion of the Master of Clinical Psychology, Clinical Psychology Registrars will need another 2 years of supervised clinical practice to be eligible to apply for endorsement as a Clinical Psychologist.

The course provides a thorough training in the knowledge and skills necessary to understand a range of mental health issues experienced within diverse contexts and to implement a range of effective evidence-based interventions (including cognitive behavioural therapy) that are tailored to clients' needs and preferences. The scientist-practitioner model of training will be adopted to equip you with specialised competencies through completion of specified coursework, a research project and 1,000 hours of supervised practice in clinical and other appropriate settings.

This course is accredited without conditions by the Australian Psychology Accreditation Council (APAC) and approved by the Australian Psychological Society College of Clinical Psychologists.

### 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) and the Australian Psychological Society College of Clinical Psychologists (APS).

## 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 and capability for practitioner competence evaluated by interview, external referees' reports, and consideration of relevant professional experience.

Applicants must:

- Hold an Australian Psychology Accreditation Council (APAC) accredited four-year undergraduate Psychology degree with an undergraduate honours level of class 2 upper level (2A or 2.1 Honours) or equivalent;
- Be eligible for provisional registration with the Psychology Board of Australia;
- Arrange for completion and submission of referees reports; and
- Attend an interview, by invitation, with the School of Social Sciences and Psychology.

To be considered for admission applicants must have an undergraduate honours level of class 2 upper level (2A or 2.1 Honours) or equivalent and an excellent undergraduate record. An indicative academic achievement based on entry in previous years is a grade point average of 5.5 or higher (counting Year 1 to 3 as 50% and Year 4 as 50%).

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 paste 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 requirements for Domestic applicants with international qualifications:

- Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via Universities Admissions Centre (UAC).
- Local applicants applying directly to the University should also use the information provided on the UAC website: <http://www.uac.edu.au>
- International qualifications will be assessed for an equivalent GPA level.
- International qualifications must also be assessed before applying for entry into the Master of Clinical Psychology by the Australian Psychological Society (APS). International qualifications must be deemed by the APS to be equivalent to 4 years of Australian qualifications in order for applications to be considered
- Applicants who have undertaken studies in other countries may have to provide proof of proficiency in English. Details of the minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website: <http://www.uac.edu.au/> See also the additional English proficiency requirements for this course, as listed at the end of these admission requirements.

## International Applicants

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

- International qualifications will be assessed for an equivalent GPA level through the International office at Western Sydney University
- International qualifications must also be assessed before applying for entry into the Master of Clinical Psychology by the Australian Psychological Society (APS). International qualifications must be deemed by the APS to be equivalent to 4 years of Australian qualifications in order for applications to be considered.

Assessment of international qualifications by the APS can be made at:

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 by the School of Social Sciences and Psychology and if academic and English proficiency criteria are met then students may be invited to an interview. Any invitation to an interview will come from the School of Social Sciences and Psychology.

Positions for the Master of Clinical Psychology Program will be offered based on outcomes from academic criteria, English proficiency and the interview process, including consideration of referee reports and professional experience and capacity as for other applicants.

Details of minimum English proficiency requirements and acceptable proof can be found on the international office



website (International Office) and include the additional admission requirements of:

- IELTS (Academic) - 7.0 overall score with a minimum 7.0 in each subtest
- TOEFL Internet based test - 100 (writing = 27 and all other subtests = 22)

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

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

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

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

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

### 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 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

##### 2H session

<b>101815.2</b>	Clinic Placement A
-----------------	--------------------

##### 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

#### Year 2

##### 1H session

<b>101816.1</b>	Clinic Placement B
<b>101818.5</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

##### Autumn session

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

##### 2H session

<b>101239.3</b>	Applied Research Project
<b>101818.5</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 - Victoria Road	Part Time Internal

#### Accreditation

This course is accredited with the Psychotherapy and Counselling Federation of Australia (PACFA) and the Australian Counselling Association (ACA).

## 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). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

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

## Course Structure

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

## Recommended sequence

### Part-time

#### Year 1

##### Autumn session

**102353.1** Foundations of Psychotherapy and Counselling 1

##### Spring session

**102355.1** Foundations of Psychotherapy and Counselling 2

**102364.1** Counselling and Psychotherapy Practice

#### Year 2

##### 1H session

**102365.1** Clinical Studies in Psychotherapy and Counselling

##### 2H session

**102366.1** Further Clinical Studies in Psychotherapy and Counselling

## Graduate Certificate in Counselling

### 1648.5

Students enrolled in previous versions should discuss their course progression with their Course Advisor. This version applies to students whose commencement year for this course is 2016 or later.

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

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

Students who wish to meet Professional Training Standards are advised to enrol in the Graduate Diploma in Counselling.

### Study Mode

One year part-time.

### Location

#### Campus

Parramatta Campus - Victoria Road

#### Attendance Mode

Part Time Internal

### Accreditation

The Graduate Certificate in Counselling is not 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). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

### 1796.3

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 2018 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 enabling registration as a provisional psychologist with the Psychology Board of Australia.

Entry into the School's APAC-accredited 4th year 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) at an institution other than Western Sydney University in the last 10 years. In addition, students must have obtained an average mark of 70 in units equivalent to Level 2 and 3, with a majority of Credit or higher grades in units equivalent to Level 2 and 3 psychology units. Entry into the program may be restricted due to supervisory capacity. Eligible students are selected in order of merit based on their average mark in Level 2 and 3 units.

This one-year, 80 credit point, fee-paying program comprises a 30 credit point research thesis and 50 credit points of course work. 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.

For advice, prospective students should contact the Graduate Diploma Convenor, Dr Tania Perich.

Current students should contact the Graduate Diploma Academic Course Advisor, Dr Nida Denson (see below).

## 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 Graduate Diploma 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 at an institution other than Western Sydney University. In addition, students must have obtained an average mark of 70+ in units equivalent to Level 2 and 3, with a majority of Credit or higher grades in units equivalent to Level 2 and 3 psychology units.

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 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 may be required to produce a letter from their Head of School to this effect.

Additional admission requirement for International Students;

- IELTS (Academic)- 6.5 overall score with a minimum 6.0 in each subtest
- TOEFL Internet based test - 82 (writing = 21, Speaking, 18, Reading 13 and Listening 13)

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.

Students with an overseas degree must provide an Australian Psychological Society assessment of qualification.

## Course Structure

Qualification for this award requires the successful completion of 80 credit points including

- a 20 credit point research methods unit,
- a 30 credit point thesis, and
- three 10 credit point units.

## Recommended Sequence

### Full-time

#### Year 1

##### 1H session

**100983.5** Research Methods Seminar  
**102528.1** Psychology Research Thesis

### Autumn Session

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

### 2H session

**100983.5** Research Methods Seminar  
**102528.1** Psychology Research Thesis

### Spring session

**101420.3** Theory and Practice of Psychological Assessment and Intervention

## Part-time

### Year 1

#### 1H session

**100983.5** Research Methods Seminar

### Autumn session

**101247.4** Counselling and Consultation

### 2 H session

**100983.5** Research Methods Seminar

### Spring session

**101420.3** Theory and Practice of Psychological Assessment and Intervention

### Year 2

#### 1H session

**102528.1** Psychology Research Thesis

### Autumn session

**101541.4** Advanced Topics in Psychology

### 2H session

**102528.1** Psychology Research Thesis

## 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 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 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
-----------------	---------------------

##### 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
-----------------	---------------------

(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
-----------------	----------------

**101678.4** Motivation and Emotion

## Year 2

### Autumn session

**100013.3** Experimental Design and Analysis  
**101684.4** Brain and Behaviour

### Spring session

**101683.3** Social Psychology  
**101677.4** Cognitive Processes

## Year 3

### Autumn session

**101689.3** Advanced Research Methods  
**101682.5** Developmental Psychology  
**101679.3** Personality

### Spring session

**101681.4** Abnormal Psychology

(this unit is also offered in Summer)

## Master of Humanitarian and Development Studies

### 1866.1

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 2018 or later.

The Master of Humanitarian and Development Studies (M. HADS) responds to the need for qualified workers in disaster relief and development, in government and non-government agencies involved in humanitarian operations and development practice; addressing challenges and opportunities associated with various forms of national and international migration; public health programming, preparedness and response; and building the resilience of vulnerable populations. The purpose of the programme is for the practical application of specialised theoretical knowledge in humanitarian and development contexts. This is complemented by pathways to advanced research, and by career development support through extensive networks and partnerships, including with International non-government organisations. M.HADS graduates will complete 120 credit points to develop specific skills that are situated in practice and geared towards further learning. They will be able to act with autonomy and accountability in complex areas of risk, equipped with the knowledge derived from substantial research in the coursework, and a placement experience with an industry partner. The structure of the M.HADS is tailored towards individual needs and interests, and is linked to the specific industry requirements of humanitarian and development practitioners.

The M. HADS has both entry and exit points for the Graduate Diploma in Humanitarian and Development Studies (Grad. Dip. HADS) and the Graduate Certificate in

Humanitarian and Development Studies (Grad. Cert. HADS).

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	Part Time	Internal

### Admission

The Master of Humanitarian and Development Studies, Graduate Diploma in Humanitarian and Development Studies and the Graduate Certificate in Humanitarian and Development Studies are specialist vocational degrees.

Entry requirements are

- A Bachelor's Degree in Arts or Social Sciences, or
- Any tertiary degree combined with a minimum of 6 months professional experience in a development or humanitarian assistance context.

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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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 including the unit listed in the recommended sequence below.

## Recommended Sequence

### Full-time Start year Intake

#### Year 1

#### 1H session

The following units are core and compulsory:

<b>102574.1</b>	Public Health in Complex Emergencies (Advanced)
<b>101895.1</b>	Political Economy of Development
<b>102175.1</b>	Research in the Social Sciences
<b>102575.1</b>	Emergency and Disaster Management

Note: Course structure for 2H session and Year 2 is pending final approval and will be made available in due course.

## Graduate Diploma in Humanitarian and Development Studies

### 1867.1

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 2018 or later.

The Graduate Diploma in Humanitarian and Development Studies (Grad. Dip. HADS) will meet the needs of practitioners already working in the field of disaster relief and development, and those wishing to enter the field. It aims to support the skills enhancement of humanitarian and development workers in government and non-government agencies involved in humanitarian operations, organisations that manage international refugee flows, public health, and the provision of aid to vulnerable populations. Grad. Dip. HADS students will complete 8 units from the M.HADS degree. The structure of the Grad. Dip. HADS is tailored towards individual needs and interests, and is linked to the specific industry requirements of humanitarian and development practitioners.

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	Part Time	Internal

### Admission

The Master of Humanitarian and Development Studies, Graduate Diploma in Humanitarian and Development Studies and the Graduate Certificate in Humanitarian and Development Studies are specialist vocational degrees.

Entry requirements are

- A Bachelor's Degree in Arts or Social Sciences, or

- Any tertiary degree combined with a minimum of 6 months professional experience in a development or humanitarian assistance context.

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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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 including the unit listed in the recommended sequence below.

### Recommended Sequence

#### Full-time Start year Intake

#### 1H session

<b>102574.1</b>	Public Health in Complex Emergencies (Advanced)
<b>101895.1</b>	Political Economy of Development
<b>102175.1</b>	Research in the Social Sciences
<b>102575.1</b>	Emergency and Disaster Management

Note: Course structure for 2H session is pending final approval and will be made available in due course.

## Graduate Certificate in Humanitarian and Development Studies

### 1868.1

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 2018 or later.

The Graduate Certificate in Humanitarian and Development Studies (Grad. Cert. HADS) enables disaster and

development workers to address challenges and opportunities associated with various forms of national and international migration; public health programming, preparedness and response; and to contribute to building the resilience of vulnerable populations. Three core units and an elective deliver specialised knowledge spanning the key debates and complexities in humanitarian intervention, the political economies of development, global inequality, and the impact of conflict on disaster and development. Grad. Cert. HADS students will complete 4 units from the M. HADS degree. The structure of the Grad. Cert. HADS is tailored towards individual needs and interests, and is linked to the specific industry requirements of humanitarian and development practitioners.

The structure of the Grad. Cert. HADS is tailored towards individual needs and interests, and is linked to the specific industry requirements of humanitarian and development practitioners.

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	Part Time	Internal

### Admission

The Master of Humanitarian and Development Studies, Graduate Diploma in Humanitarian and Development Studies and the Graduate Certificate in Humanitarian and Development Studies are specialist vocational degrees.

Entry requirements are

- A Bachelor's Degree in Arts or Social Sciences, or
- Any tertiary degree combined with a minimum of 6 months professional experience in a development or humanitarian assistance context.

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). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 including the unit listed in the recommended sequence below.

### Recommended Sequence

#### Full-time Start year Intake

##### 1H session

<b>101895.1</b>	Political Economy of Development
<b>102574.1</b>	Public Health in Complex Emergencies (Advanced)

Note: Course structure for 2H session is pending final approval and will be made available in due course.

### Master of International Criminology

#### 1862.1

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 2018 or later.

In a globalised world, crime and criminalisation have assumed new and transnational forms with mixed effects on human wellbeing and social justice. The aims and objectives of this course are to draw out the significance and range of these issues in international criminology, and to examine the viability of different preventive and criminal justice responses in relation to these. Early exit points at Graduate Certificate, and Graduate Diploma level are embedded within this Masters programme.

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta Campus - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal

### Admission

Applicants for the Master of International Criminology will have successfully completed an undergraduate degree, or higher, in criminology or criminal justice.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.



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 including the units listed in the recommended sequence below.

### Recommended Sequence

#### Full-time

##### Year 1

##### 1H session

- 102199.1** Violence, Culture and Criminal Justice  
**102198.1** Transnational Crime

##### Autumn session

- 102179.1** Theories of the Social  
**101895.1** Political Economy of Development

Student may exit at this point with a Graduate Certificate in International Criminology.

##### 2H session

- 102424.1** Cyber Justice (PG)

##### Spring session

- 102181.2** Nation, Power and Difference  
**101896.1** Development and Security

Choose one of

- 102341.1** Debates in Global History  
**102180.2** Translation from Theory and Research to Policy  
**102194.2** Social Research in the Digital World

Students may exit at this point with a Graduate Diploma in International Criminology.

#### Year 2

##### 1H session

- 102200.1** Global Criminology and Human Rights

The remaining Year 2, 1H session units will be made available in due course.

## Graduate Diploma in International Criminology

### 1863.1

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 2018 or later.

In a globalised world, crime and criminalisation have assumed new and transnational forms with mixed effects on human wellbeing and social justice. The aims and objectives of this course are to draw out the significance and range of these issues in international criminology, and to examine the viability of different preventive and criminal justice responses in relation to these.

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta Campus - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal

### Admission

Applicants for the Graduate Diploma in International Criminology will have successfully completed an undergraduate degree, or higher, in criminology or criminal justice.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 including the units listed in the recommended sequence below.

### Recommended Sequence

#### Full-time

##### Year 1

##### 1H session

- 102199.1** Violence, Culture and Criminal Justice  
**102198.1** Transnational Crime

##### Autumn session

- 102179.1** Theories of the Social  
**101895.1** Political Economy of Development

##### 2H session

- 102424.1** Cyber Justice (PG)

##### Spring session

- 102181.2** Nation, Power and Difference  
**101896.1** Development and Security

Choose one of

- 102341.1** Debates in Global History  
**102180.2** Translation from Theory and Research to Policy  
**102194.2** Social Research in the Digital World

## Graduate Certificate in International Criminology

### 1864.1

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 2018 or later.

In a globalised world, crime and criminalisation have assumed new and transnational forms with mixed effects on human wellbeing and social justice. The aims and objectives of this course are to draw out the significance and range of these issues in international criminology, and to examine the viability of different preventive and criminal justice responses in relation to these.

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta Campus - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal

## Admission

Applicants for the Graduate Certificate in International Criminology will have successfully completed an undergraduate degree, or higher, in criminology or criminal justice.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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 including the units listed in the recommended sequence below.

### Recommended Sequence

#### Full-time

##### Year 1

##### 1H session

- 102199.1** Violence, Culture and Criminal Justice  
**102198.1** Transnational Crime

##### Autumn session

- 102179.1** Theories of the Social  
**101895.1** Political Economy of Development

## 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 City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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

<b>102177.2</b>	Advanced Social Research Methods
-----------------	----------------------------------

##### Spring session

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

#### Year 2

##### 1H session

<b>102040.2</b>	Master of Social Science Thesis
-----------------	---------------------------------

##### Autumn session

<b>102069.1</b>	Heritage and Planning
<b>102604.1</b>	Urban Planning Placement Project

##### 2H session

<b>102040.2</b>	Master of Social Science Thesis
-----------------	---------------------------------

##### Spring session

<b>101314.3</b>	Urban Management Practice: Governance and Power in the City
-----------------	---

Master`s Level Elective

## Recommended Sequence: Mid-year Entry (Spring)

### Year 1

#### Spring session

<b>102180.2</b>	Translation from Theory and Research to Policy
<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>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

### Year 2

#### 2H session

<b>102040.2</b>	Master of Social Science Thesis
<b>102177.2</b>	Advanced Social Research Methods

#### Spring session

Master's Level Elective

#### 1H session

<b>102040.2</b>	Master of Social Science Thesis
-----------------	---------------------------------

#### Autumn session

<b>102069.1</b>	Heritage and Planning
<b>102604.1</b>	Urban Planning Placement Project

## Equivalent Specialisation Units

The Specialisation units listed below count towards completion of this major for students who passed these units in 2017 or earlier

101635 - Urban Planning Placement Project

## Master of Professional Psychology

### 1814.2

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 2018 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 objective of the Master of Professional Psychology is to provide one year's full time training in the professional practice of psychology sufficient to prepare students for a

final year of supervised internship to complete registration requirements.

This course provides key training in ethics, psychological assessment, therapeutic interventions and other professional skills, which achieves 50% of the requirements towards full 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 domain. To achieve full registration after the completion of this one-year degree, you must undertake additional appropriately supervised placement hours which you arrange yourself in the following year.

### 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 with conditions by the Australian Psychology Accreditation Council (APAC). 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 and capability for practitioner competence evaluated by interview, external referees' reports, and consideration of relevant professional experience.

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.

To be considered for admission an indicative academic achievement based on entry in previous years is a grade point average of 5 or higher (with Year 1 to 3 weighted 50% and Year 4 weighted 50%).

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**

Academic and Professional referee reports can be downloaded from the HODSPA reference request system website

**Additional information for successful applicants:**

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

**\*Please note that the Master of Professional Psychology is not available for International offer.**

**Additional requirements for Domestic applicants with international qualifications:**

- Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via Universities Admissions Centre (UAC).
- Local applicants applying directly to the University should also use the information provided on the UAC website: <http://www.uac.edu.au>
- International qualifications will be assessed for an equivalent GPA level.
- International qualifications must also be assessed before applying for entry into the Master of Professional Psychology by the Australian Psychological Society (APS). International qualifications must be deemed by the APS to be equivalent to 4 years of Australian qualifications in order for applications to be considered.
- Applicants who have undertaken studies in other countries may have to provide proof of proficiency in English. Details of the minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website: <http://www.uac.edu.au/> and include the additional admission requirements of:
- IELTS (Academic) - 7.0 overall score with a minimum 6.0 in each subtest
- TOEFL Internet based test - 94 (writing = 24 and all other subsets = 18)

Assessment of overseas qualifications by the APS can be applied for at the following:

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**

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>102539.1</b>	Professional Psychology Placement

**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 - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal

**Accreditation**

This course is accredited by the Australian Counselling Association (ACA).

**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 and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

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

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

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

**Course Structure**

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

**Recommended sequence****Year 1****Autumn session**

**102353.1** Foundations of Psychotherapy and Counselling 1

**102357.1** Ethics and Diversity in Research and Therapy  
**102370.1** Integrated Practice 1: Self and Story

**2H session**

**102358.1** Practising Research and Researching Practice

**Spring session**

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

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

**102365.1** Clinical Studies in Psychotherapy and Counselling

**Autumn session**

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

**2H session**

**102366.1** Further Clinical Studies in Psychotherapy and Counselling

**Spring session**

**102178.2** Critical and Creative Enquiry  
**102373.1** 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 City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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 and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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**

<b>102175.1</b>	Research in the Social Sciences
<b>102179.1</b>	Theories of the Social
<b>102176.1</b>	Theories of Difference and Diversity

One Specialisation unit

**Spring session**

<b>102180.2</b>	Translation from Theory and Research to Policy
<b>102177.2</b>	Advanced Social Research Methods
<b>102181.2</b>	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**

<b>102040.2</b>	Master of Social Science Thesis
-----------------	---------------------------------

**Autumn session**

One Specialisation unit  
One Specialisation unit

**2H session**

<b>102040.2</b>	Master of Social Science Thesis
-----------------	---------------------------------

**Spring session**

One Specialisation unit  
One Specialisation unit

**Specialisations**

<b>ST1003.1</b>	Development, Security and Sustainability
<b>ST1006.1</b>	Difference and Diversity
<b>ST1007.1</b>	Digital Research and Social Data Analytics
<b>ST1008.1</b>	International Criminology
<b>ST1004.1</b>	Policing Leadership
<b>ST1009.1</b>	Religion and Society
<b>ST1000.1</b>	Studies in Art Therapy
<b>ST1001.1</b>	Studies in Counselling
<b>ST1005.1</b>	Urban Studies

**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 City Campus- Macquarie Street	Full Time	Internal

Campus	Attendance	Mode
Parramatta City Campus- Macquarie Street	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). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

<b>102175.1</b>	Research in the Social Sciences
<b>102179.1</b>	Theories of the Social
<b>102176.1</b>	Theories of Difference and Diversity

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

##### Spring session

<b>102180.2</b>	Translation from Theory and Research to Policy
<b>102177.2</b>	Advanced Social Research Methods
<b>102181.2</b>	Nation, Power and Difference

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

## Graduate Certificate in Social Science

### 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 City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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 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). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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

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

### Course Structure

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



## Master of Social Work (Qualifying)

---

### 1792.1

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

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

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

### Study Mode

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

### Location

Campus	Attendance	Mode
Parramatta City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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

## Postgraduate Bridging Program (Social Work)

---

### 1874.1

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 Spring 2018 or later.

This programme delivers an introduction into Social Science postgraduate study by establishing foundational knowledge in social work and social policy; organisational management of community and other NGOs; intervention strategies used in the Human Services sector; and social research practices in the social sciences. Such a foundation is considered essential for students to succeed in postgraduate programmes such as the Master of Social Work (Qualifying).

### Study Mode

Six months full-time.

## Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Parramatta Campus - Victoria Road	Full Time	Internal

## Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

To be admitted to the Postgraduate Bridging Program (Social Work) applicants must have successfully completed an undergraduate degree in any area. This bridging program is specifically tailored to those students who do not have a background in Health, Education or Society and Culture.

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

### Recommended Sequence

#### Spring session

<b>400511.5</b>	Social Work and Social Policy
<b>101644.2</b>	Community Management and Organisations
<b>400193.4</b>	Human Services Intervention Strategies

#### Summer session

<b>400337.4</b>	Social Research Methods
-----------------	-------------------------

## Master of Urban Management and Planning

### 1873.1

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 2018 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 City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	Part Time	Internal

## Accreditation

The Master of Urban Management and Planning, when completed in conjunction with the Bachelor of Social Science (Pathway to Master of Urban Management and Planning), or Bachelor of 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. The course learning outcomes of the varied undergraduate degrees (that students may enter from) are equivalent to those in the Bachelor of Planning.

Undergraduate entrant degrees are not accredited by the Planning Institute of Australia (PIA); only the full pathway including the Master of Urban Management and Planning is accredited.

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University. Applications made directly to Western Sydney do not have an application fee.

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>102604.1</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

#### 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>102604.1</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>102604.1</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 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 City Campus- Macquarie Street	Full Time	Internal
Parramatta City Campus- Macquarie Street	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 and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC). Use the links below to apply via UAC or Western Sydney University.

Applications made directly to Western Sydney do not have an application fee.

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

**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

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

#### 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

##### Autumn session

**101633.2** Managing Cities: History and Theory  
**101634.2** Planning and Environmental Regulation

## Part-time (one unit per session)

#### Year 1

##### Autumn session

Choose one of

**101633.2** Managing Cities: History and Theory  
**101634.2** Planning and Environmental Regulation

##### Spring session

Choose one of

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

#### Year 2

##### Autumn session

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

**101633.2** Managing Cities: History and Theory  
**101634.2** Planning and Environmental Regulation

##### Spring session

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

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

## Specialisations

---

### Postgraduate Specialisation - Studies in Art Therapy

---

#### ST1000.1

The Studies in Art Therapy specialisation provides graduating students with an advanced body of knowledge in theory and research within the social sciences; and mastery within the specialisation of Studies in Art Therapy. This specialisation includes art making, experiential group learning and personal reflection. There is an assumed knowledge of basic interpersonal skills. No formal art training is required.

#### Location

Campus	Mode
Penrith Campus	Internal

#### Specialisation Structure

Qualification for this award requires the successful completion of the core units from the Master of Social Science including the two Studies in Art Therapy Specialisation units listed below.

#### Studies in Art Therapy Specialisation Units

<b>101303.2</b>	Art Therapy: Histories, Theories, Groups
<b>102354.1</b>	Art Therapy: Approaches and Applications

### Postgraduate Specialisation - Studies in Counselling

---

#### ST1001.1

#### Location

Campus	Mode
Parramatta Campus - Victoria Road	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

<b>102353.1</b>	Foundations of Psychotherapy and Counselling 1
-----------------	--

##### Spring session

<b>102355.1</b>	Foundations of Psychotherapy and Counselling 2
-----------------	--

#### 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

---

#### 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 - Victoria Road	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

<b>101636.2</b>	Developing Sustainable Places
<b>101896.1</b>	Development and Security
<b>101897.1</b>	Development for Equality
<b>101895.1</b>	Political Economy of Development

### Postgraduate Specialisation - Policing Leadership

---

#### ST1004.1

The Policing Leadership specialisation has been designed to provide a pathway to a masters degree in social science for individuals currently serving in a leadership capacity in a police service. The program is designed to incorporate specialised study with the core program in the Master of Social Science. On completion students will have in-depth

grounding in theory and research in the social sciences that complements their existing specialised knowledge and skills in the field of Policing Leadership. This specialisation has been developed to serve the needs of serving police leaders who desire a masters degree in social science. Graduating students will demonstrate high level mastery in theory and practice in the social sciences with specialised knowledge and skills in Policing Leadership.

## Location

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

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

## 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 - Victoria Road	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>101896.1</b>	Development and Security
<b>102200.1</b>	Global Criminology and Human Rights
<b>102198.1</b>	Transnational Crime
<b>102199.1</b>	Violence, Culture and Criminal Justice

## 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 - Victoria Road	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>101897.1</b>	Development for Equality
<b>102183.1</b>	Diversity in Practice
<b>102202.1</b>	Religion and Law in Contemporary Public Discourse

## 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.

### 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, Paramedicine 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.

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.

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) or 1848 Master of Teaching (Secondary) STEM .

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 evidenced-based literature in examining adolescent-centred challenges to teaching and learning. Topics addressed include: definitions of adolescence past, present and future, biological and cognitive milestones of adolescence, adolescents at-risk, secondary schooling fostering educational and general resilience in adolescents, and helping adolescents thrive.

### 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 courses 1800 Master of Arts in TESOL, 1801 Graduate Diploma in TESOL, 1816 Master of Translation and TESOL, 1777 Master of Interpreting and Translation, 1780 Master of Arts Translation and Interpreting Studies or 8083 Bachelor of Research Studies. The unit may also be undertaken as a non-award unit.

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.

### 101689.3 Advanced Research Methods

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

#### Assumed Knowledge

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

#### Prerequisite

**100013.3** Experimental Design and Analysis

#### Equivalent Units

100006 - Advanced Survey Design and Analysis

#### Special Requirements

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and Psychological Studies.

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

### 102177.2 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.

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 102175 Research in the Social Sciences, in particular research methodology. Advanced Social Research Methods provides students with an overview of research design and the methods for collecting and analysing research data within the broad spectrum of the social sciences. This includes purposes, strengths and limitations and applications to professional domains and/or discipline contexts. Students attend in-depth workshops on specific methods offered by practicing researchers to evaluate the merits of different research methods.

### 102361.2 Advanced Therapeutic Modalities

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

#### Special Requirements

Students must be enrolled in 1814 Master of Professional Psychology.

.....

This unit follows from the 102360 Core Therapeutic Modalities and introduces further evidence-based forms of therapy including Narrative therapy, Acceptance and Commitment therapy, Motivational Interviewing and Schema therapy. Students in this unit will develop foundational skills in assessment, case formulation and treatment planning from those therapeutic perspectives. Further, students will be guided in critical examination of similarities and differences across those therapeutic approaches and their application across conditions, populations, settings and cultural contexts.

### 101541.4 Advanced Topics in Psychology

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

#### Special Requirements

Students must be enrolled in courses 1796 Graduate Diploma of Psychology, 1865 Bachelor of Psychology (Honours), 1860 Bachelor of Psychological Studies (Honours), 1504 Bachelor of Arts (Psychology) Honours, or 1500/1834 Bachelor of Psychology. Students enrolled in 1500/1834 Bachelor of Psychology must have successfully completed 240 credit points.

.....

In this unit students develop an advanced level of theoretical and empirical knowledge in selected core topics of psychology, an awareness of how this knowledge underpins evidence-based approaches to psychological intervention, and an enhanced capacity for conducting research in selected topic areas. The unit fosters an appreciation of psychology as a scientific discipline, and of how sound research provides the foundation for solving problems of human mental processes and behaviour. Skills in the critical evaluation of knowledge and research are developed.

### 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.

.....

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

.....

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.

.....

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.

.....

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

.....

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

Students must be enrolled in 4595 Master of Art Therapy or 1770 Master of Social Science (Studies in Art Therapy)

.....

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.

.....

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.

.....

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.

.....

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.

.....

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.

.....

This unit provides a comprehensive introduction to the cognitive psychological assessment of children, adolescents and adults. It is designed to assist students in the professional psychology programs to develop theoretical knowledge and practical skills in the cognitive assessment of clients. Through lectures, seminars and independent study, students will become familiar with the current theoretical and empirical foundations of psychological assessment, and the application of these theories and research findings to the development of empirically-based assessment practice. Students will be introduced to contemporary practice in the assessment of cognition, personality and behaviour. Training in the administration of key instruments will be provided. Students will be instructed in the integration of assessment data into clinically-useful reports. Different approaches to psychological assessment will be compared and evaluated. Ethical and professional issues in psychological assessment will be discussed.

### **102359.2 Assessment: Psychological Practice**

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

#### **Special Requirements**

Restricted to Postgraduate students with an APAC accredited 4 year psychology sequence.

.....

This unit will provide students with the skills to psychologically assess and diagnose a range of psychological disorders in adults and in children that are presented in psychological practice. This unit will be complemented by 102400 Assessment: Cognitive Functions in the second semester which will focus more on cognitive assessments. Upon completion of this unit, students will have an understanding of a range of assessment tools, their psychometric qualities, application and utility in a psychological practice. They will also develop skills in applying and interpreting assessment tools and how those tools may aid diagnostic and therapeutic processes.

### **102165.1 At the cultural interface - learning two ways**

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

.....

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 enrolled in a postgraduate course.

.....

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.

### 102542.1 Australian Cultural Policy and Practice

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

Understanding of Australia's cultural identity is essential for those who intend to engage in its promotion or in the management of cultural exchanges between Australia and other countries. This unit will describe the main features of Australian cultures including Indigenous culture, Western culture as inherited through settlement from Britain and elsewhere, and of multiculturalism arising from recent migration patterns. Students will study the history and current status of Australia's political institutions, its important international alliances and treaties, and the development of its independent foreign policy. An introduction will be given to Australia's major cultural management organisations and arts institutions (including invited guest speakers).

### 102525.1 Bilingualism and Education

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

Bilingualism and Biculturalism are important aspects of life in Australia. Throughout much of the world, bi-multilingualism is the norm for both children and adults. This unit aims to give students an understanding and appreciation of the most important facets and manifestations of bi-multilingualism and bi-multiculturalism, in the linguistic, cognitive, personal, societal and educational spheres. It also aims to show students how this unit relates to broader studies in education, humanities, linguistics, and social sciences. This unit equips students with current research theories and methods in working effectively in early childhood and primary education, language teaching and other workplaces in bi-multilingual and bi-multicultural contexts.

### 101684.4 Brain and Behaviour

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

#### Equivalent Units

100931 - Neuroscience

#### Special Requirements

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and Psychological Studies.

.....

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

### 101868.1 Business Interpreting

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

#### Assumed Knowledge

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

#### Corequisite

**101695.2** Introduction to Interpreting PG

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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

.....

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 6017 Diploma in Arts/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 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 6027 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) must have completed 100 credit points before enrolling in this unit.

.....

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.

### 102544.1 China Culture Study

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

#### Prerequisite

**102541.1** Chinese Cultural Policy and Practice

#### Special Requirements

Students must be enrolled in the 1870 Master of Chinese Cultural Relations.

.....

This unit provides students with opportunities outside the usual classroom experience. The unit uses knowledge acquired previously in the unit Chinese Cultural Policy and Practice and offers a real life application of this knowledge within a Chinese cultural context. Students will be required to travel to China for two to three weeks during their inter session break. While in China, they will visit important cultural and academic institutions and keep a daily diary of this experience. On their return to Australia students will be finalising assessment tasks required as part of this unit.

### 102541.1 Chinese Cultural Policy and Practice

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

China's relationship with Australia and the rest of the world is critical to Australia's future success. This unit offers a broad introduction to Chinese society, history and politics and will cover in more detail cultural developments, including the creative arts such as music, literature, visual arts and film, together with popular arts and the digital transformation of media and the arts. An outline of Chinese aesthetic theories, cultural policies and the work of critics will be presented. The roles of art institutions such as museums, galleries, performance companies and publishers will be considered, together with agencies involved in international cultural exchange such as translators, censors and copyright agencies. The study of the interplay of Chinese language, thought and culture will be an integral part of this unit. A case study of a particular cultural medium may be presented by an invited guest speaker. This unit may be further developed through the China Culture Study unit which is an alternate unit within the Master of Chinese Cultural Relations course.

## 101577.6 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 have successfully completed 160 credit points.

.....

Classrooms without Borders builds professional teaching skills by enhancing pre-service teachers' understandings of the clientele with whom they will be professionally involved as teachers through engaged, work integrated learning. This unit includes a practical component requiring a minimum of 25 hours of academic service learning in community agencies within Greater Western Sydney. The agencies range from school settings to community based agencies that provide support to children from a range of backgrounds and experiences. In particular, the unit explores through placement experience, the criticality of ethical understandings and practices that may influence educational outcomes. The unit seeks to promote the importance of reciprocal and reflexive learning by positioning learning and effective teaching as highly dependent on the development of trust, rapport and critical understandings between individuals. It also provides a space to critically explore the nuances and subtleties of teaching and learning through individual and small group interactions. Students must satisfactorily complete child protection training and Working with Children check, and obtain anaphylaxis certification prior to placement in a community agency. Students must also meet the Inherent Requirements of the Master of Teaching (Primary), details of which are available at [http://www.uws.edu.au/ir/inherent\\_requirements/inherent\\_requirements\\_for\\_teaching\\_courses\\_postgraduate/master\\_of\\_teaching\\_primary](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 1812 - Master of Clinical Psychology.

.....

This introductory placement unit comprises 165 hours of placement activity accrued one-day a week over 22 weeks and is designed to allow students to apply the theoretical knowledge they have gained in the following coursework units, Core Skills & Ethical Practice; Psychological Assessment; Clinical Psychopathology 1 and Psychological Interventions 1. The aim of the unit is to establish and enhance, under close supervision, a range of clinical

psychology assessment and intervention skills applied to real clients. Regular and systematic video-recording of trainee-client sessions and supervisor feedback guided by competency-based principles provide trainees with an excellent opportunity to acquire, consolidate and generalise a wide range of competencies important for clinical psychology practice.

## 101816.1 Clinic Placement B

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

### Assumed Knowledge

Theoretical knowledge of ethical professional practice, psychopathology, and evidence-based psychology 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.

.....

This placement unit comprises 165 hours of placement activity accrued one-day a week over 22 weeks, builds on knowledge and skills acquired in coursework units and extends and consolidates competencies acquired in Clinic Placement A. The aim of the unit is to establish and enhance, under close supervision, a range of clinical psychology assessment and intervention skills applied to real clients. Regular and systematic video-recording of trainee-client sessions and supervisor feedback guided by competency-based principles provide trainees with an excellent opportunity to acquire, consolidate and generalise a wide range of competencies important for clinical psychology practice.

## 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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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.

.....

This unit aims to develop clinical practice skills. It will involve preparation for the field placements and group supervision of casework and issues arising from the placements. The unit involves a clinical placement working under the guidance of a clinical supervisor from the professional background of the students under supervision. Students will undertake 150 placement hours.

**101677.4 Cognitive Processes**

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

**Assumed Knowledge**

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

**Prerequisite**

**101183.3** Psychology: Behavioural Science

**Equivalent Units**

100016 - Human Learning and Cognition

**Special Requirements**

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

.....

Cognitive psychology studies the mental processes that underpin attention, perception, learning and memory. Conceptual and research questions include: How do we recognize speech, faces, or music? What are the structures and mechanisms of human memory? What processes underpin acquisition of language, and are the processes similar when we learn a second language? What processes are involved in reading? What factors affect attention and performance? Is creativity anything more than problem solving? Contemporary theories will be discussed and evaluated. Investigative research methods include experiments, computer modelling, clinical case studies, and brain imaging are evaluated.

**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 enrolled in a postgraduate course.

.....

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).

.....

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).

### **101644.2 Community Management and Organisations**

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

#### **Equivalent Units**

101374 - Community Management and Organisations,  
60006 - Community Management and Organisations

.....

This unit focuses on community management in Australia and the social and economic factors that influence and frame community management practices. At the macro level, it examines the effects of neo-liberal (economic rationalist) reforms in the public and community sectors; and the rise of developments such as managerialism and 'third way' approaches, on community management practices. The unit also explores developments in management practices in response to social developments such as multiculturalism, recognition of diversity, equal employment opportunity and recognition of contextual and local issues. It further looks at community management work practices, including volunteerism, steering committees, management committees, and collectives.

### **102509.1 Computational Thinking across the STEM Curriculum**

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

#### **Special Requirements**

Students must be enrolled in 1847 Master of Education (STEM)

.....

Computational thinking across the STEM Curriculum will enable students to develop knowledge of computational thinking as it can be applied across the STEM curriculum in schools. Students will learn about the nature of computational thinking as a problem solving approach which can be applied to produce digital solutions. The unit will allow students to undertake a critical examination of innovative, interdisciplinary approaches to the development of computational thinking and relevant pedagogical strategies to maximise student learning and engagement with STEM disciplines.

### **102167.1 Conference Interpreting**

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

#### **Assumed Knowledge**

Bilingual competence

#### **Equivalent Units**

A7461 - Conference Interpreting, 100923 - Conference Interpreting, 101436 - Conference Interpreting 1

#### **Special Requirements**

Students must be enrolled in 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.

.....

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.

### **200826.1 Contemporary People Management**

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

#### **Equivalent Units**

46518 - Human Resource Management, 200718 - Human Resource Management

#### **Special Requirements**

Students must be enrolled in a Business postgraduate course, 3698 Master of Information and Communications Technology (Advanced), 3699 Master of Information and Communications Technology, 3752 Master of Project Management or 1850 - Master of Education (Leadership and Management).

.....

The unit serves as an introduction to human resource management for those considering careers in employment relations and those who will potentially have people management responsibilities. HR processes and practices are studied in contexts and with a consideration of stakeholders' interests, leading to an appreciation of the contribution of human resource management to organisational success. Students will evaluate particular approaches to human resource management through analysing real-world cases and practical activities.

### **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.

.....

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

#### 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).

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 a learning portfolio to demonstrate they meet the Australian Professional Standards for Teachers at the graduate level. The learning portfolio builds on requirements of 102086 Designing Teaching and Learning and the units throughout the Master of Teaching (Secondary). The final submission of the reflective learning portfolio provides evidence of classroom readiness.

### 102201.1 Contemporary Theories of Religion and Society

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

#### Assumed Knowledge

Students must have completed an undergraduate degree or equivalent.

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.

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)

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 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.

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

.....

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

## 102360.2 Core Therapeutic Modalities

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

### Special Requirements

Students must be enrolled in 1814 Master of Professional Psychology.

.....

This unit provides an introduction to the theory and practice of Cognitive Behaviour Therapy (CBT), an evidence-based form of therapy and an important therapeutic tool for psychologists working in diverse settings. Students in this unit will develop foundational skills in CBT assessment and therapy and a critical understanding of CBT application across conditions, populations and settings. In addition, students will gain foundational skills in family therapy (FT), including introduction to different models of FT, assessment and case formulation from a FT perspective and FT application across different family situations. Both Cognitive Behaviour Therapy and Family Therapy will be examined in relation to indigenous and multicultural contexts.

## 101247.4 Counselling and Consultation

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

### Equivalent Units

100457 - Counselling and Collaborative Consultation 1

### Special Requirements

Students must be enrolled in the following courses: 1796 - Graduate Diploma in Psychology, 1865 - Bachelor of Psychology (Honours), 1860 - Bachelor of Psychological Studies (Honours), 1504 - Bachelor of Arts (Psychology) Honours, 1500 - Bachelor of Psychology students who have successfully completed 240 credit points including the 160 credit point core sequence in Psychology, or 1834 - Bachelor of Psychology students who have successfully completed 240 credit points including the 120 credit point

core sequence in Psychology and the 40 credit point Psychology Extension sub-major. All enrolling students must have met the minimum requirements for entry into fourth year of the Australian Psychology Accreditation Council (2010; Section 4.1.1): "The entry requirement for a fourth year course is previous successful completion within the last 10 years, of an accredited three year sequence in psychology or the first three years of an integrated accredited four year course. The fourth year course is intended only for those who have previously completed an accredited three year sequence and wish to complete the fourth year. The minimum entry standard must be a Credit average in second and third year units, including Credit in the majority of the psychology units."

.....

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 OR 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.

.....

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.

## 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.

.....

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.

.....

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

### 102105.1 Creative Teaching and Learning

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

### Equivalent Units

101103 - Fostering Creativity in Children's Learning

### Special Requirements

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/Birth-12 Years), 1670 Bachelor of Education (Birth – 5 Years) or 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years).

.....

This unit focuses on processes of creative thinking and creative expression in children and introduces students to the theory and practices of using drama, music, dance, media arts and visual arts in prior to school and school contexts. Arts-based pedagogies, collaborative learning, multiple modes of learning and reflective practices are the key operating principles of the unit. The unit will encompass creativity both as it relates to the arts as well as its critical role in fostering creative thinking and teaching and learning practices. Students will explore the relevance of the arts in the development of children's play and will engage with appropriate information and communication technologies for learning in the arts. The unit provides an understanding of the importance of the art forms both as pedagogical approaches across the early childhood and primary years and as creative arts in their own right.

### 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 critical 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; LGBTIQI social work; and rural and remote practice. The emphasis will be on the contribution of various critical perspectives (Feminist, Post-colonial, Postmodern, Marxist, Green, Critical Race, etc) to social work theory and to the development of alternative forms of practice.

### 102543.1 Cultural Diplomacy and Soft Power

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

### Special Requirements

Students must be enrolled in a postgraduate course.

This unit provides an introduction to key topics and debates in diplomacy and international relations. Relationships with other governments depend on diplomacy, which has been defined as the art of persuasion. Diplomatic modes, including those based on universalist values and those based on pragmatic self-interest will be considered and tested in the context of contemporary bilateral, regional and multilateral relations. The concepts of soft power and international public relations will be considered in the light of current cultural diplomacy campaigns, and tested through simulated role-play.

### 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 (PG)

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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

.....

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.

### 102341.1 Debates in Global History

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

#### Assumed Knowledge

History and Political Thought Major, International Relations and Asian Studies Major or equivalent.

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

The unit considers the history of the ways that different regions of humanity have interacted, since 1400. The unit will consider such topics as: ethnic-centrism (how to address it in historical and political knowledge?); the era of 'Pan Asia' (what does the rise of China and India mean for historical and political studies?); the prominence of 'nation' in historical knowledge (how to treat human history as 'global'?); the relationship of ethno-nationalism to globalization; the periodization of global history (turning points in the emergence of a global humanity); the determinants of difference and commonality in human history; the characteristics of 'empires'; the natural limits of humanity.

### 102159.1 Designing Curriculum Futures

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

#### Equivalent Units

101660 - Curriculum Futures

.....

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).

.....

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 a learning 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 learning portfolio evidence will be collected on the impact of secondary students' learning. A final submission of the learning 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.

.....

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.

.....

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.

### **101682.5 Developmental Psychology**

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

#### **Assumed Knowledge**

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

.....

Structured around an overview of lifespan development including diversity, this unit explores the holistic nature of growth and development through developmental theory and research. This unit highlights the interactive nature of three main areas of development: biological, cognitive, and psychosocial changes that affect the individual from conception to end of life. The unit encourages observation as a means for understanding development and promoting individuals wellbeing. An understanding of Aboriginal and Torres Strait Islander development will be integrated into the unit alongside an appreciation of richness in diversity within various cultural contexts.

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

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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

.....

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.

.....

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.

#### **Equivalent Units**

101655 - Transformative Leadership

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

.....

The developmental trajectory and quality of life of individuals with additional needs is affected not only by the nature and level of the disability itself but also by the ways in which that disability interacts with the contexts in which they live their lives. In turn, the impact of the disability will affect the individual's family and those working with them. This unit adopts both a developmental and ecological perspective to enable analysis of the specific impact of disability on an individual, their family, the professionals working with them and the contexts in which they do so. In so doing, it evaluates the efficacy of theoretical models and frameworks available to assist in ensuring best outcomes for the individual and those around them.

### **102101.2 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).

.....

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.

.....

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) or 1848 Master of Teaching (Secondary) STEM

.....

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.

### 102603.1 Early Mathematics and Numeracy

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

#### Equivalent Units

101104 - Mathematics, Science & Technology 0-8, 101802 - Investigating with Mathematics, Science and Technology

#### Special Requirements

Students must be enrolled in the Master of Teaching (Birth-5 Years/Birth-12 Years).

.....

This unit aims to develop students' critical understandings of how numeracy and powerful mathematical ideas shape young children's lives during their first eight years. Students will develop their ability to provide rich learning experiences

that enhance and assess the growth of children's numeracy and foundational mathematical concepts. The unit will foster positive dispositions towards teaching and applying mathematics and numeracy in diverse settings for children aged birth to eight years, using the current Early Years Learning Framework and the NSW Mathematics K-10 Syllabus curriculum document.

### 102157.1 Ecopedagogies

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

.....

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

This Unit explores the relationship between education and knowledge through reference to questions about the links between education policy practices and global knowledge production. The conceptual framework which provides the focus for this Unit explores the dynamic, cyclical relations between the following: conditions of possibility for linking education policy practices and global knowledge production; contexts of negotiation/distance that affect this

relationship; the modes of reception and rejection of the impact of linking of the two, and the mechanisms of connection that make this possible. These core concepts provide a focus for exploring questions about the relationship between 'education policy practices' and 'global knowledge production' in students' everyday work-life.

### **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.

### **102575.1 Emergency and Disaster Management**

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

.....

This unit uses comparative analysis of different emergency responses to humanitarian disasters to provide students with the skills and knowledge required to play a role in future emergency and disaster management. Students will gain knowledge of the geo-political forces and key international frameworks and standards that shape humanitarian responses, and of the motivations and approaches of aid donors and humanitarian NGOs when intervening in states. They will also gain foundational knowledge of assessment of NGO capacities and organisational infrastructure for managing emergencies, for example their organisational structures and cultures, donor priorities, support systems and personnel.

### **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.

.....

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, 1817 Master of Psychotherapy and Counselling or 1770 Master of Social Science Specialisations (Studies in Counselling) or (Studies in Art Therapy).

.....

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.

.....

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.

.....

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.

### 200821.2 Financial Reports for Decision Making

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

#### Special Requirements

Students must be enrolled in a Business postgraduate course, 3698 Master of Information and Communications Technology (Advanced), 3699 Master of Information and Communications Technology, 3752 Master of Project Management or 1850 - Master of Education (Leadership and Management).

.....

This unit focuses on developing the ability to use accounting information, as extracted from financial reports, to assist with managerial decision making. Students will gain financial literacy through developing an understanding of the information contained in financial reports and applying this information to practical decisions. This unit emphasises the function of both financial and management accounting in measuring, processing and communicating information useful for decision making.

### 101315.3 Financing Cities in the Global Economy

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

Financing infrastructure to keep cities running and growing at a time when governments face new financial constraints is a key challenge for urban managers. In order to be able to contribute to the debate about financing cities it is important for future urban managers to develop a basic financial literacy, understand and draw on the options for financing essential urban functions in Australia cities and elsewhere, and assess the tensions involved in public and private financing pathways. This unit addresses these needs through both theoretical and practical approaches to the city as a set of flows within a wider urban network of relations. Students develop their understanding via interactive lectures, case studies, fieldwork exercises and assignments.

### **102363.2 Forensic Psychology: Theory and Practice**

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

#### **Special Requirements**

Students must be enrolled in 1814 Master of Professional Psychology.

.....

Forensic Psychology is where psychological knowledge and research are applied to the legal and justice systems. Law and psychology can be seen as two significant points on the same axis in the quest to understand the meaning of human behaviour. There is an increasing interest in the interface between psychology and the law, and this topic is now recognised as a major area in applied psychology. This unit provides students with practical skills to work in the many settings in which forensic psychologists work including probation and parole, policing, juvenile justice, the courts, and corrections. Specifically it aims to introduce students to psychological practice and current issues in various forensic settings.

### **102621.1 Formal and Functional Grammar**

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

#### **Equivalent Units**

102336 - Functional Grammar, 100722 - Functional Grammar

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

.....

This unit invites students to study the grammar of English from two related perspectives, formal grammar and functional grammar. The unit provides students with skills in the use of grammar in application to the analysis of a diverse range of texts. Students will develop an understanding of the structures and the functions of English across contexts. This skilled application will enhance their capacities as teachers of English, understanding how English varies in its use and allowing them to support their own students' skilled use of English across contexts.

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

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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

.....

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.

.....

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.

.....

In 2018 this unit replaced by 102621 - Functional Grammar. 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.

.....

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 are required.

.....

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.

### 102602.1 Gender and Genre

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

This unit considers the intersection of gender and genre in various narrative forms. Through a variety of texts that may include polemic, conduct literature, plays, novels, poetry and film, students will examine the construction of masculinity and femininity within various genres, and consider the ways in which genres themselves may be gendered. Beginning in the seventeenth century, the unit also considers the strategies that women writers, in particular, have used to participate in literary production by adopting and adapting particular generic conventions. A consideration of the ways in which gender and genre may be connected also allows students to consider questions of literary production and circulation, literary value and reputation.

### 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.

.....

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.

.....

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.

.....

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.

### 200848.3 Governance, Ethics and Social Entrepreneurship

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

#### Special Requirements

Students must be enrolled in a postgraduate Business or Information and Communications Technology course or in course 1870 Master of Chinese Cultural Relations, 1871 Graduate Certificate in Chinese Cultural Relations or 1872 Graduate Diploma in Chinese Cultural Relations.

.....

There is a growing need for communities and not-for-profit organisations to maintain a degree of organisational and social sustainability, without recourse to philanthropy, government, or other sources of aid. This unit adopts business and entrepreneurial principles to identify and explain the management of a social venture, with a view to ensuring organisational and social sustainability. The unit provides an understanding of governance and ethical practice to support social outcomes.

### 102069.1 Heritage and Planning

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

.....

This unit explores the values behind, and practicalities regarding, heritage and planning, from federal and state perspectives in Australia. With a specific focus on Sydney, the unit explores how planning applications, within the urban development sphere, impact upon heritage assets, and how these impacts are mitigated through heritage planning legislation. The unit asks students to step into the shoes of heritage planning professionals and to identify and research a heritage asset that is to be impacted by a potential planning proposal and then to design an appropriate mitigation response within the bounds of relevant heritage legislation.

### 101676.3 Human Learning

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

#### Special Requirements

The online version of this unit is only available to students enrolled in 1793 - Bachelor of Science, Criminology and Psychological Studies.

.....

Human Learning is concerned with the experimental analysis of human and animal behaviour and focuses upon associative learning, including classical conditioning, operant conditioning, and social learning approaches. Definitions, assumptions, and basic phenomena associated with the study of learning are described and evaluated in terms of their ability to account for various aspects of human behaviour and experience. The practical work highlights important concepts introduced in the lecture program and focuses upon practical techniques of use in everyday situations.

### 400193.4 Human Services Intervention Strategies

**Credit Points** 10 **Level** 1

#### Special Requirements

Students must be enrolled in one of the following courses: 1665 Bachelor of Community Welfare, 1666 Bachelor of Social Work, 4598 Bachelor of Social Work, 1709 Bachelor of Criminal and Community Justice, 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work or 1735 Bachelor of Humanitarian and Development Studies.

.....

This is an introductory unit which examines underlying theories of social welfare work, community work, youth

work and international social development. Students will explore the ideological underpinnings of theories and discourses in the human services, particularly with regard to the impact of poverty, inequity and the experience of vulnerable populations. The contribution of other disciplines to knowledge and practice in these fields of practice will also be examined. This unit will focus on developing beginning skills in working with individuals (casework), working with groups, community work and working in human service organisations as a member of a team.

### 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.

.....

This unit examines mandatory Special Education requirements. Pre-service teachers need to understand the theory, policy and practices of teaching and learning Inclusive Education and respond in an engaged manner to the diversity of intellectual, emotional, social and physical needs of all children in the regular secondary classroom. Appropriate skills, strategies, attitudes and methodologies will be addressed through an inquiry learning approach to enable students to plan, implement and evaluate programs that meet the educational diverse needs of individual secondary students with disabilities, learning difficulties and/or behaviour disorders. Strategies and theories for effectively integrating and including all secondary students with special needs, as well as knowledge of Australian and NSW government policy and legislation and teachers' responsibilities within these will be addressed. The role and value of inclusive education and its relationship with literacy, numeracy and classroom management will also be addressed.

### 102149.2 Inclusive Environments

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

#### 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).

.....

Significant reform has occurred over the last three decades with regard to educating individuals with additional needs. This unit explores the history and current position on disability as well as philosophy, policy, legislation, and practice around educating individuals with additional needs internationally. The research literature examining the benefits and barriers to inclusive education will be analysed. Students will develop skills of critical review required to evaluate the research in the field. Lastly, the unit addresses the ways in which educational settings can be designed to be more responsive to learners with

additional needs and how students can promote inclusion through organisational change.

### 101625.3 Inclusive Practices

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

#### Prerequisite

**102104.2** Theorising Play

#### Equivalent Units

100321 - Children with additional needs and their families

#### Special Requirements

Students must be enrolled in the Master of Teaching (Birth-5 Years/Birth-12 Years).

.....

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).

.....

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.

.....

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.

### 200845.1 Innovation Through Digital Technology

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

#### Special Requirements

Students must be enrolled in a postgraduate Business course or be enrolled in the Master of Information and Communications Technology (Advanced), Master of Information and Communications Technology or Master of Research.

.....

Business innovation in the Digital Economy recognises that current economic development and leadership is based on digitisation of the global economy. This unit provides a framework for understanding management issues, business development and technology use and change in the areas of innovation and digital business. The unit introduces students to various digital technologies and applications that companies need to address for creating new business opportunities in the fast changing global business environment. Students will develop an appreciation of digital business as a form of organisational innovation and the importance of innovation in the digital economy. Students will learn to formulate a digital business strategy for an organisation and understand various issues involved in digital business innovation.

### 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

.....

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.

.....

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.

.....

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.

.....

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.

**102527.1 Integrating Arts and Therapy**

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

**Assumed Knowledge**

Concurrent or previous study of foundational units in counselling and art therapy.

**Prerequisite**

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

**Equivalent Units**

101507 - Counselling 2

**Incompatible Units**

102355 - Foundations of Psychotherapy and Counselling 2, 102356 - Integrating Arts and Therapy

**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

.....

In 2013 this unit replaced by 101889 - Integrated Project. This unit is the capstone for the Master of Social Science. It extends students' critical practice in their specialist field, building on Theories of the Social and Research Methods for the Humanities and Social Sciences. Students will undertake intensive analyses of the links between theory, research and practice and prepare and carry out an investigation negotiated with an academic advisor. The unit consists of intensive workshops and a plenary seminar in which students present their work. Throughout the semester study groups based on specialties will meet with an academic advisor. A substantial research report of activities/ investigations, analyses and interpretations will be produced that complies with the unit's objectives. Note: Projects are not individually supervised, but will require the production of an individually completed research project and report.

### **102338.1 Intercultural Communication (PG)**

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

#### **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.

### **A7456.5 Interpreting and Translation Professional Practicum (PG)**

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

#### **Assumed Knowledge**

In order to do the professional practice, students need to have demonstrated a minimum ability to interpret and/or translate, as they will be dealing with real life situations.

#### **Prerequisite**

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

#### **Corequisite**

**102562.1** Preparation for NAATI Certification (PG) AND **100922.2** Medical Interpreting (PG) OR **102015.1** Interpreting Skills (PG) OR **101827.3** Audiovisual Translation: Subtitling and Captioning OR **100917.2** Specialised Translation (PG) OR **100916.2** Legal Interpreting OR **101868.1** Business Interpreting OR **101750.2** Translation Technologies (PG)

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

.....

This unit is a capstone unit for the relevant Interpreting and Translation award, and is aimed at assisting students in their transition from interpreting and translation trainees to successful professional interpreters and translators. It provides students with the opportunity to participate in practical aspects of the Interpreting and/or Translation professions and related fields, as well as to undertake supervised practice in the workplace. Students will complete the practical work relevant to their field of specialisation, i.e., Interpreting, Translation or both. Together with 102562 Preparation for NAATI Certification (PG) it helps students prepare for the NAATI Certification test to be undertaken when they finish their course.

### **102015.1 Interpreting Skills (PG)**

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

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

.....

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 enrolled in a postgraduate course.

.....

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).

.....

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.

.....

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.

.....

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.

### **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.

.....

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

### **101297.3 Languages and Linguistics Special Project**

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

#### **Assumed Knowledge**

The student should be familiar with research design and procedures, as taught in units such as 101854 Language and Linguistics Research methods or be concurrently undertaking a research method unit.

#### **Equivalent Units**

100720 - TESOL Dissertation, 100726 - TESOL Internship, A7526 - Languages and Linguistics Dissertation

#### **Special Requirements**

Students must be enrolled in course 1640 Master of Arts Translation and Interpreting Studies, 1687 Master of Arts (Research Studies)/PhD, 2724 Graduate Certificate in Research Studies, 1777 Master of Interpreting and Translation or 1780 Master of Arts Interpreting and Translation Studies.

.....

This unit provides the opportunity for students in postgraduate Interpreting and Translation and Research Studies programs to undertake an independent research project. The topics for the projects are related to their needs and interests in areas such as languages, linguistics, translation and interpreting studies or teaching related issues.

## 102108.2 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.

.....

In this unit students critically review the ethical, legal and professional accountabilities of early childhood teaching within a complex socio-political context. The conceptual frames of pedagogical and community leadership afford the opportunity to interrogate discourses associated with advocacy, leadership and management across a range of settings. Students will explore dimensions of effective leadership and management practices and consider the efficacy of new and emerging policies and resources in the field.

## 102392.1 Leadership in Organisations

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

### Special Requirements

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

.....

This unit focuses on leadership in human service organisations and the social and economic factors that influence and frame practice. Students in the unit will briefly review the contemporary political economic circumstances underpinning human services and the ongoing changes to policy and practice. The unit will examine the idea of what leadership is and present major leadership theories relevant to the human services. The content will address contexts of leadership including setting organisational culture, situational leadership in relation to practice and people, management and governance and leading through change. The unit will also examine trust, ethics and fairness in leadership and leadership in difficult circumstances. The emphasis of the unit will be to equip students with the means to describe, question and reshape leadership practice.

## 100701.1 Leadership, Mentoring and Professional Growth

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

.....

Becoming a professional is a complex and intricate process. Beyond adequate initial training (both theoretical and the implementation of theory into practice) it takes a commitment and undertaking to career-long learning and professional development. Such commitment and undertaking need not be an isolated process. Educational

leaders are available to assist in the promotion of professional development. This unit provides leaders with the understandings and strategies for implementing mentoring and professional development programs.

## 102161.1 Leading Change

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

### Special Requirements

The online offering is only available to students enrolled in 1847 Master of Education (STEM).

.....

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.

## 200833.1 Leading Contemporary Organisations

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

### Special Requirements

Students must be enrolled in a postgraduate Business course or 1850 - Master of Education (Leadership and Management).

.....

This unit explores the processes and challenges encountered by leaders in contemporary organisations, taking into account rapidly changing environments. Through an in-depth appraisal of various leadership theories and concepts, it encourages students to reflect on the key competencies required for effective leadership. It also emphasises the importance of self-knowledge, values and ethics for contemporary leaders. Students will be required to design a leadership development program to address current and future leadership issues.

## 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 Western Sydney University, or be a fully qualified primary teacher.

### Special Requirements

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics or 1830 Graduate Certificate in Primary Mathematics Education

.....

This unit provides an in-depth exploration of the required mathematics knowledge for primary teaching and for leading other teachers in their professional learning. Students will explore and further develop their pedagogical content knowledge, applying it to the primary mathematics curriculum. They will develop a deep understanding of specific mathematical content, the ways in which children

learn that content and appropriate, research based pedagogies.

### 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.

.....

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

.....

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 for the interpreting and translation courses.

#### Equivalent Units

A7459 - Legal Interpreting

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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)

.....

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.

### 102581.1 Literary Theory

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

This unit examines a range of theoretical approaches to literature, the majority of which have proliferated since the beginning of the 20th century. These may include: structuralism, poststructuralism, feminism, postcolonialism, psychoanalysis and posthumanism. In presenting this 'contemporary' mode of engaging with literary texts, 'Literary Theory' asks how we might theorise our approach to reading, and how individual texts allow us to theorise the literary in general.

### 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.

.....

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.

### **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.

.....

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

.....

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.

### **200835.2 Managing in the Global Context**

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

#### **Special Requirements**

Students must be enrolled in a postgraduate Business course or in course 3748 Master of Information Governance, 1870 Master of Chinese Cultural Relations, 1871 Graduate Certificate in Chinese Cultural Relations (Exit only) or 1872 Graduate Diploma in Chinese Relations (Exit only).

.....

Managing in the Global Context provides students with an understanding of the complexities of managing in the changing economic, political, legal, technological and within socio cultural factors that influence global business operations. By addressing areas of understanding the global business environment, managing political risk and government relations, understanding culture, cross cultural communication and negotiation, strategy and structures for global organisations, motivating and leading, business ethics and corporate responsibility and competencies for global managers this Unit provides an organisational behaviour approach to managing in a dynamic global context. Through critical analysis of contemporary media, research and case studies this Unit provides a basis for linking management practice to theoretical knowledge.

### **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.

.....

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.

### **200280.4 Masters Project**

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

#### **Assumed Knowledge**

Students are expected to have foundational knowledge of marketing theory and practice.

#### **Equivalent Units**

51019 - Applied Marketing Planning, 51030 - Masters Project in International Business, 200230 - Business Project (International Marketing)

#### **Special Requirements**

Students must be enrolled in a postgraduate Business course or 1850 Master of Education (Leadership and Management). Students enrolled in course 2698 Master of Business (Marketing) must have successfully completed 40 credit points in the course.

.....

Masters Project is an integrated capstone unit that brings together the skills and understanding marketing students have developed during their course of study. The unit

encourages students to demonstrate their ability to solve problems in relation to current and future issues within a marketing context in contemporary business. The unit allows students to critically evaluate issues relevant to their topic and assess effective solutions. The topics are determined by discussions between the individual student, the unit coordinator and the student's chosen supervisor.

### 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.

.....

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 and must have successfully completed 80 credit points.

.....

In this unit, those enrolled in the MA in Continental Philosophy will write a minor thesis on a research question in philosophy. For this project, the students will be supervised by one or two members of staff working in philosophy.

### 102321.1 Mathematics for Contemporary Learners

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

#### Assumed Knowledge

Students must have either completed all core mathematics units of the 1781 Master of Teaching (Primary) program at Western Sydney University, or be an accredited primary teacher.

#### Special Requirements

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics or 1830 Graduate Certificate in Primary Mathematics Education

.....

In this unit students will explore issues relating to the teaching and learning of mathematics in the contemporary

primary classroom. These issues will include promoting positive dispositions of learners, engaging pedagogies and developing creative and critical thinking for critical numeracy. Students will explore theory relating to the integration of information and communication technologies in the mathematics classroom including the development of teachers' Technological Pedagogical Content Knowledge (TPACK).

### 101745.2 Media Project Production

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

#### Assumed Knowledge

Broad understanding of convergent media forms and processes; specific knowledge of project development including concept and design development.

#### Prerequisite

**101423.2** Media Project Proposal

#### Equivalent Units

101424 - Media Production

#### Special Requirements

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

.....

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.

.....

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.

.....

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

#### Assumed Knowledge

Bilingual competence in English and one of the languages offered by the School for the interpreting and translation courses.

#### Equivalent Units

A7460 - Medical Interpreting

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin, Spanish, Korean, Thai, and Vietnamese.

### 101743.2 Mobile Media

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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

Mobile Media: current media production and distribution platforms, practices and trends. This unit includes the production of content for distribution via mobile devices.

### 101678.4 Motivation and Emotion

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

#### Assumed Knowledge

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

#### Prerequisite

**101183.3** Psychology: Behavioural Science AND **101184.3** Psychology: Human Behaviour

#### Special Requirements

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

.....

The study of motivation and emotion attempts to understand the reasons behind people's behaviours, thoughts, and feelings. In addition to being interesting in its own right, concepts of motivation and emotion are central to many other aspects of psychology. This unit therefore examines core research and theory in motivation and emotion, but also explores the topic's relationship with other areas of psychology, (such as learning theory, social psychology, personality, and cognition) and its relevance to central debates discussed throughout the discipline. Emphasis is placed upon the use of research to inform theory, and the application of theory in guiding psychological practice.

### 102283.1 Multicultural Nonverbal Communication

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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.

.....

Music Therapy Method provides a background to the historical development and theoretical underpinnings of music therapy, with focus on a broad range of music therapy approaches and orientations including Culture-Centred Music Therapy and Nordoff-Robbins Music Therapy. Human development through the lifespan studied, along with disabilities and other disorders. The fundamental principles of self-care for music therapy practitioners and students are introduced within this unit and continued in later units of the Master of Creative Music Therapy course.

### 100911.5 Music Therapy Professional Practice

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

#### Special Requirements

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

.....

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

### 101445.4 Music Therapy Skills 1

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

#### Special Requirements

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

.....

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.

.....

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.

.....

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 vlinical 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.

.....

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. Music Therapy 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.

.....

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.

### **102514.1 Pedagogies for Languages Teaching**

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

#### **Special Requirements**

Students must be enrolled in 1849 Graduate Certificate in Language Teaching and Bilingualism (Birth - 12 Years).

.....

In this unit students will develop knowledge of a range of curriculum resources and approaches to languages teaching and learning. They will draw on a range of technologies to design their own multilingual and multimodal resources that can be integrated across the curriculum. They will also develop a repertoire of pedagogical skills that they can draw on to support learners from diverse language backgrounds. The emphasis of the unit is on communicative language learning experiences that encourage young learners' interactions and language use in meaningful contexts.

### **102082.1 Pedagogy for Positive Learning Environments**

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

#### **Assumed Knowledge**

An understanding of Adolescent Development

#### **Prerequisite**

**102081.1** Adolescent Development and Teaching

#### **Equivalent Units**

101642 - Positive Learning Environments; 101397 - Psychology for Teaching

#### **Special Requirements**

Students must be enrolled in the 1714 Master of Teaching (Secondary)

.....

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.

.....

This unit examines the fundamental principles underlying human perception and expands upon the sensation and perception content introduced in the foundational psychology units. After reviewing the biological basis of sensing and perceiving, we will explore the way this relatively raw information is processed and organised into the complex perceptions of the visual, auditory, olfactory, gustatory and somatosensory systems, which constitute the fundamental basis of our experience of the world. The unit will also examine the history of perceptual theories and the use of psychophysical methods and experimental approaches to the study of perceptual processes

### 101679.3 Personality

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

#### Assumed Knowledge

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

#### Prerequisite

**101184.3** Psychology: Human Behaviour

#### Equivalent Units

100018 - Personality, Motivation, and Emotion.

.....

Personality is the study of the mental and behavioural factors on which individual human beings vary. In other words, the study of personality is the attempt to understand why a given individual is the way he/she is. This unit involves an examination of the major personality theories, applications to individual differences, and contemporary research. Emphasis is placed on a critical understanding of personality research and its implications for the practice of psychology.

### 102166.1 Person-Centred Practice

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

#### Assumed Knowledge

Professionals with teaching or other relevant qualifications.

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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.

.....

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

.....

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

.....

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.

.....

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).

.....

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).

.....

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.

.....

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.

### **102562.1 Preparation for NAATI Certification (PG)**

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

#### **Assumed Knowledge**

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

#### **Equivalent Units**

101482 - Accreditation Studies

#### **Special Requirements**

Students must be enrolled in 1777 Master of Interpreting and Translation, 1776 Graduate Diploma in Translation, 1775 Graduate Diploma in Interpreting or 1816 Master of Translation and TESOL. Students in the following courses must have successfully completed 40 credit points: 1816 Master of Translation and TESOL, 1775 Graduate Diploma in Interpreting, 1776 Graduate Diploma in Translation. Students in course 1777 Master of Interpreting and Translation must have successfully completed 120 credit points.

.....

This is a compulsory unit in the Master of Interpreting and Translation, Master of Translation and TESOL, Graduate Diploma in Translation and Graduate Diploma in Interpreting courses. It aims to provide practice and constructive feedback to students preparing to sit the external NAATI certification examinations.

### **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).

.....

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).

.....

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).

.....

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 1663 or 1781 Master of Teaching (Primary).

This unit is designed to explore the content and pedagogies of Health and Physical Education (HPE) in the NSW primary curriculum. Students will develop an experiential understanding of the pedagogy of HPE. The knowledge and skills developed in the other units of study in the course can be applied in this unit and Professional Experience units. In this unit students will also continue to develop their research skills. This unit aims to develop teachers who demonstrate empathy with diverse groups of student learners and commitment to socially just schools and classrooms.

### **101582.2 Primary Human Society and its Environment**

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

#### **Special Requirements**

Students must be enrolled in Master of Teaching (Primary) or Bachelor of Arts (Pathway to Primary Teaching) and have successfully completed 160 credit points.

.....

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

#### **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)

.....

The unit will develop students' understandings of children's construction of mathematical and numeracy concepts during the years from Kindergarten to Year 3. Students will develop their ability to assess young children's mathematical understandings and numeracy development, and to provide learning experiences for a diversity of learners, including investigation and the use of digital

technologies, to enhance the growth of children's mathematical thinking. The unit will study the NSW K-10 Syllabus in all of its strands, with a particular emphasis on the Working Mathematically strand.

### **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)

.....

This unit builds on the unit Primary Mathematics and Numeracy 1 with a focus on learners from Year 3 to Year 6, and assumes students have gained familiarity with the knowledge, skills and understandings children require across all strands of the NSW K-10 Syllabus, including the Working Mathematically components. In this unit students develop their understanding of primary mathematics in the mid to upper primary years, 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 learning 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).

.....

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 30 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).

.....

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 for Initial Teacher Education Students, 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/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)

### 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).

.....

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

.....

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 40 credit points.

.....

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.

## 102110.2 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).

.....

In this unit students engage in critical reflection as they apply knowledge of and develop skills in pedagogical leadership during a 35 day placement with children aged 3 - 5 years. Students will work collaboratively with setting staff and families to implement an integrated curriculum that engages children, facilitates in-depth investigation and critical thinking, and connects to children's social worlds. The unit requires students to apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia to design, implement and evaluate innovative, inclusive and meaningful learning environments. Students must have satisfactorily completed Professional Experience Birth – 2 Years, the School of Education Academic Literacy Assessment Task, child protection 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).

.....

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).

.....

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 NSW Education Standards Authority 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/](http://www.uws.edu.au/ir/inherent_requirements/)



inherent\_requirements\_for\_teaching\_courses\_postgraduate  
/master\_of\_teaching\_birth\_to\_5\_yearsbirth\_to\_12\_years.

### 101818.5 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, 102539 - Professional Psychology Placement

#### Special Requirements

This unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical Psychology), 1812 Master of Clinical Psychology.

.....

This placement unit is one of three external placements that provide students the opportunity to provide, under clinical supervision, clinical psychological assessment and intervention to a range of clients across age ranges, severity levels and psychological disorders. The aim is to build upon and extend knowledge, skills, relationship and professional attitude competencies acquired during a supervised University Clinic placement while working with real clients seeking clinical psychological services within an external agency. Each external placement must comprise a minimum of 200 hours of clinical psychology practicum work of which at least 80 hours must be in face-to-face client work, and all internal and external placements together must comprise a minimum of 1000 practicum hours of which 400 hours must be in face-to-face client work.

### 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.

.....

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.

.....

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.

### 102605.1 Professional Practice Community Engagement

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

#### Equivalent Units

101075 - Professional Experience 3, 102095 - Secondary Professional Practice 3

#### Special Requirements

Must be enrolled in the 1714 Master of Teaching (Secondary).

.....

Professional Practice Community Engagement is the third Professional Practice unit of the Master of Teaching (Secondary). This unit incorporates a ten-day or 60 hours 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 Teacher Education students' 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 Teacher Education

students to design their own engaging program from the range of available strands. Teacher Education students negotiate their settings and inquiry-based projects for Secondary Professional Practice 3 to suit their needs, interests, expertise and communities. Teacher Education students must have satisfactorily completed child protection training and Working with Children check, and obtained anaphylaxis certification prior to enrolling in this unit. Teacher Education 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)

### 102515.1 Professional Practice: Languages Teaching

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

#### Corequisite

**102514.1** Pedagogies for Languages Teaching AND **101449.2** Bilingualism and Biculturalism

#### Special Requirements

Students must be enrolled in 1849 Graduate Certificate in Language Teaching and Bilingualism (Birth – 12 Years).

.....

In this unit students will develop their observation skills, assess learners' languages learning and plan experiences to extend learning. They will work collaboratively with families, educators and paraprofessionals to create enriched language learning opportunities that build on learners' home and community experiences with languages to extend this learning to new contexts. The unit includes a 20 day placement in an educational context where the student is able to apply their own linguistic repertoire to support young bilingual learners' language learning. Students must have completed a Working With Children Check, ASCIA anaphylaxis e-training Child Protection Awareness Training and must meet the inherent requirements for teaching.

### 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.

.....

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.

### 102539.1 Professional Psychology Placement

**Credit Points** 0 **Level** 7

#### Prerequisite

**102360.2** Core Therapeutic Modalities AND **102359.2** Assessment: Psychological Practice AND **101810.2** Core Skills and Ethical Practice

#### Equivalent Units

101818 - Professional Placement 1

#### Special Requirements

Must be enrolled in 1814 Master of Professional Psychology.

.....

This placement unit provides students with an opportunity to apply knowledge gained in coursework units to professional practice and to practice, under clinical supervision, basic assessment and intervention skills with real clients. Each student must undertake a minimum of 300 hours of supervised placements to complete the course. This requirement is consistent with standards prescribed by APAC, the course accrediting body.

### 301038.2 Programming Proficiency

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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).

.....

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

.....

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

.....

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.

### 102528.1 Psychology Research Thesis

**Credit Points** 30 **Level** 4

#### Assumed Knowledge

Students must have completed an accredited three-year sequence in psychology, or equivalent.

#### Corequisite

**100983.5** Research Methods Seminar

#### Equivalent Units

B9030 - Psychology (Honours) F/T YL, B9031 - Psychology (Honours) P/T YL, 100488 - Empirical Research Project

#### Special Requirements

This unit is restricted to students enrolled in courses: • 1796 Graduate Diploma in Psychology • 1865 Bachelor of Psychology (Honours) • 1860 Bachelor of Psychological Studies (Honours) • 1504 Bachelor of Arts (Honours) Psychology • 1500 Bachelor of Psychology (continuing) who have completed 240 credit points including the 160 credit point core sequence in Psychology • 1834 Bachelor of Psychology (current) who have completed 240 credit points including the 120 credit point core sequence in Psychology and the 40 credit point Psychology Extension sub-major

.....

The unit introduces students to a community of research scholars. It allows them to complete a specialised piece of individual research in an area of interest in psychology. Students work closely with supervisors to conduct research and produce a 3000 word literature review or draft preregistration proposal (as agreed with the supervisor) and 6000-8000 word report in form of a submission ready journal article.

### 101184.3 Psychology: Human Behaviour

**Credit Points** 10 **Level** 1

.....

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

### 102362.2 Psychopathology: Theory and Practice

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

#### Special Requirements

Students must be enrolled in 1814 Master of Professional Psychology.

.....

This unit provides an examination of the range of typical psychopathologies that present for psychological treatment.

Students will critically evaluate the common diagnostic systems of adult psychopathology, and examine the diagnostic criteria for a range of major psychopathological syndromes. The unit will equip students with the skills of diagnostic assessment and the student will be able to construct a case formulation to diagnose a range of psychological disorders.

### **102574.1 Public Health in Complex Emergencies (Advanced)**

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

.....

The health, socio-economic, and political aspects of conflicts and disasters are complex and multidimensional requiring political commitment and coordinated and effective prevention. This unit uses critical analyses to provide students with the skills and knowledge required to understand the politics of public health response in emergency situations. Students will be introduced to rapid health assessment protocols in, and health priorities and the prevention of public health effects of, complex emergencies. They will gain practical skills to evaluate and critically appraise the evidence used to inform public health policy and the effectiveness of different decision-making practices in emergency situations.

### **102202.1 Religion and Law in Contemporary Public Discourse**

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

#### **Assumed Knowledge**

Undergraduate degree or equivalent.

.....

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 understandings 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)

.....

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.

### **800166.1 Research Design 1: Theories of Enquiry**

**Credit Points** 10 **Level** 5

#### **Special Requirements**

Students must be enrolled in 8083: Bachelor of Research Studies/Master of Research

.....

This unit introduces students to the principles of research design and examines the process of academic knowledge production. Using theories from the philosophy of science and the sociology of knowledge, combined with regular reflective writing exercises, students will be guided through various aspects of project design, including the development of a research question, the selection of appropriate methodologies, and the preparation of a draft MRes thesis proposal. Upon completion of the unit students will have a firm understanding of the context of academic knowledge production, and will be able to demonstrate competence in designing a research proposal.

### **800169.1 Research Design 2: Practices of Research**

**Credit Points** 10 **Level** 5

#### **Prerequisite**

**800166.1** Research Design 1: Theories of Enquiry

#### **Special Requirements**

Students must be enrolled in 8083 Bachelor of Research Studies/Master of Research. This unit must be completed in the final semester of coursework before commencement of the research year.

.....

This unit builds upon Research Design 1: Theories of Enquiry and will help students develop and refine their MRes thesis proposal. All workshops are interactive, focusing on sections of the thesis proposal. The unit includes workshops on research ethics that will help students articulate the significance and relevance of their work, and will assist those whose projects require formal ethics clearance. Students will submit a final written proposal and deliver an oral Presentation of Proposal (POP). After successful completion of this unit, students will have demonstrated an ability to design and justify a research project.

### 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.

.....

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

.....

In 2013 this unit replaced by 101887 - Research for Practice. This unit provides core research training within a range of postgraduate courses. It requires the completion of four research topics in the following areas: research theory and design (e.g. Epistemology, qualitative & quantitative) specific approaches (e.g. Critical discourse analysis, feminist research); data collection methods (e.g. Interviews, questionnaires) and methods of analysis (e.g. Quantitative & qualitative). This unit is offered in flexible mode according to topic (typically one day's attendance or equivalent per topic). Topics vary each session depending on student demand.

### 100983.5 Research Methods Seminar

**Credit Points** 20 **Level** 5

#### Assumed Knowledge

Undergraduate units in research methods for psychology including an advanced research methods unit.

#### Equivalent Units

100487 - Empirical Research Methods Seminar

#### Special Requirements

Students must be enrolled in courses 1796 Graduate Diploma of Psychology, 1865 Bachelor of Psychology (Honours), 1860 Bachelor of Psychological Studies (Honours), 1504 Bachelor of Arts (Psychology) Honours, or 1500/1834 Bachelor of Psychology. Students enrolled in 1500/1834 Bachelor of Psychology or 1865 Bachelor of Psychology (Honours) must have successfully completed 240 credit points.

.....

The aim of this unit is to develop students' awareness, understanding, and critical appreciation of the research process; epistemological frameworks of research; the appropriate interpretation of research data; ethical issues in the conduct of research; and the social, economic, and political context of research. Skills will be developed in the use of quantitative and qualitative research designs, methods, and analysis techniques to address research questions in psychology and the behavioural sciences.

### 102545.1 Research Project in Cultural Exchange

**Credit Points** 40 **Level** 7

#### Prerequisite

**800169.1** Research Design 2: Practices of Research

#### Special Requirements

Students must have successfully completed 70 credit points in the Master of Chinese Cultural Relations.

.....

In this unit you will undertake a research/development project in relation to cultural exchange with China. This may include professional involvement in a cultural exchange activity and/or a research project on an issue relating to cultural exchange. The activity will include researching the literature and interpreting this in relation to the chosen task in a research/project report. There is no class work. Each student will be supervised by a member of staff in the School of Humanities and Communication Arts.

### 102382.1 Research Project in Philosophy

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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.

### 102075.3 Researching and Developing Engaging Pedagogies

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

#### Prerequisite

**102076.1** Teaching and Learning in Classrooms

#### Corequisite

**102074.3** Primary Professional Practice 2

#### Special Requirements

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary).

.....

The unit develops students' pedagogy through reflective practice. It reviews theories which apply to the study of engaging practices in diverse professional contexts, with a special focus on working with students from low socio-economic backgrounds, Aboriginal and Torres Strait Island learners and students who have English as an additional language or dialect (EAL/D). It challenges students to inquire into and reflect upon their professional practice and develop engaging classroom pedagogies and assessment practices. Students will focus on and research a specific aspect of their teaching practice related to the concept of 'engagement' and critically reflect upon their own learning. The unit extends students' understanding of the processes and uses of participatory action research (e.g. through the use of peer planning, focus groups and peer assessment). In the process, students will take responsibility for translating syllabus documents into meaningful, valuable and productive teaching and learning experiences for a diversity of students. Students are required to collect evidence in a learning portfolio to demonstrate they meet the Australian Professional Standards for Graduate Teachers. The learning portfolio builds on the requirements in 102076 Teaching and Learning in Classrooms and other units of the Master of Teaching (Primary). The final submission of the reflective learning portfolio provides evidence of classroom readiness .

### 101962.1 Researching Convergent Media

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

#### Equivalent Units

101793 - Methods and Case Studies in Convergent Media

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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

iTV, digital games, community media, digital arts, activist networks, social media and cross platform projects.

### 101656.2 Researching Practice

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

#### Equivalent Units

101427 - Research and Professional Practice

.....

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

### 102512.1 Researching STEM Education for Future Leadership

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

#### Assumed Knowledge

Students will require a knowledge of STEM education gathered from the earlier units in the course, in particular their individual curriculum units and the unit 102058 STEM Foundation.

#### Prerequisite

**102508.1** STEM foundations

#### Special Requirements

Students must be enrolled in the course 1848 Master of Teaching (Secondary) STEM. Students are required to have completed 120 Credit Points from within the Master of Teaching (Secondary) STEM.

.....

This unit seeks to redefine and inform practice about what it means to be a contemporary STEM teacher by engaging with literature on a specific research topic in STEM education and designing and implementing a research project in a team on that area of STEM education. The focus is also on the role of teacher/practitioner-research as central to professional learning in contemporary education. The central role of practitioner research in the practice of future STEM educational leaders is emphasised. Students will also be required to complete evidence-gathering in an e-portfolio to demonstrate they meet the Australian Professional Standards for Teachers at: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>.

### 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 Master of Teaching (Secondary).

.....

This unit provides an opportunity for students to engage with literature on a particular aspect of a research topic and design a research project in a team. Students will: locate and select relevant research literature to investigate a particular research question; analyse key ideas, assumptions and domains of knowledge in the literature around that question; identify appropriate research methods and designs for answering it; critically apply appropriate forms of data collection and data analysis to that research design.

**102096.1 Researching Teaching and Learning 1**

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

**Special Requirements**

Students must be enrolled in 1714 Master of Teaching (Secondary).

.....

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.

.....

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.

.....

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.

.....

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.

.....

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.

.....

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.

.....

All students seeking a first secondary teaching area qualification must complete this Years 11-12 teaching methodology unit. The unit will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge. The specifics of the relevant Board of Studies NSW Years 11-12 Syllabus and links with the Years 7-10 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying engaged inquiry teaching within the specific secondary subject, on creativity and quality teaching outcomes, on innovative course, unit and lesson planning and on the role of student data in authentic and appropriate assessment practices. Opportunities for investigation and discussion of current research particularly related to sustainability and diversity in the teaching of the specific subject area will be important.

### 102091.1 Secondary Curriculum 2B

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

#### Assumed Knowledge

Students will be expected to have completed at least one-half of the NSW Institute of Teachers second teaching area requirement (a minimum of four relevant undergraduate/postgraduate units with no more than two units at level 1).

#### Equivalent Units

101402 Secondary Method 2B

#### Special Requirements

Students must be enrolled in the Master of Teaching (Secondary) and have successfully completed 20 Credit Points.

.....

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.

.....

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.

### 102093.3 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

**102082.1** Pedagogy for Positive Learning Environments AND **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). Pre-service Teachers are required to have completed 40 Credit Points from within the Master of Teaching including 102081 Adolescent Development and Teaching, 102083 Diversity, Social Justice and Learning, 102086 Designing Teaching and Learning and 102096 Researching Teaching and Learning 1.

.....

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 NSW Education Standards Authority (NESA) 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)

### 102510.1 Secondary Professional Practice 1 - STEM

**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 **102508.1** STEM foundations

#### Corequisite

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

### Special Requirements

Students must be enrolled in course 1848 Master of Teaching (Secondary) STEM.

.....

Secondary Professional Practice 1- STEM is the first Professional Practice unit of the Master of Teaching (Secondary) STEM.). This unit incorporates a 30-day placement in a secondary school, comprised of 2 days per week for the first 10 weeks followed immediately by at 2 week block placement in the same school. It is designed to introduce all pre-service teachers to the philosophical, ethical, practical and pedagogical perspectives of becoming a teacher in diverse, contemporary educational settings. The unit requires pre-service teachers to develop the knowledge, understanding, skills and attitudes necessary for sustainable teaching. As part of this process they will recognise that teaching demands a continuous process of self-reflection, self-awareness, critical evaluation of one's practice, and the capacity to modify and adjust teaching practice to best meet the needs of all students. This unit aims to facilitate the development of pre-service teachers as reflective practitioners who possess deeply-held commitments to quality education for students and high order communication competencies. In-school experience is a mandatory component of the Master of Teaching course. The preparation for and evaluation of school-based experiences will be integral to this unit. Pre-service teachers must satisfactorily complete the School of Education Academic Literacy and Numeracy TASK, Child Protection Awareness Training and Working with Children Check, and obtain anaphylaxis certification prior to placement in a secondary school. Pre-service teachers must complete any additional undergraduate units in line with the Board of Studies, Teaching and Educational Standards (BOSTES) subject content requirements for teaching area one prior to enrolment in 102510 Secondary Professional Practice 1 - STEM. <http://www.nswteachers.nsw.edu.au/future-returning-teachers/become-a-teacher/> . 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)

### 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.

.....

Secondary Professional Practice 2 is the second Professional Practice unit of the Master of Teaching (Secondary). This unit incorporates a 30-day placement in a secondary school. It is designed to extend Pre-service Teachers' capacity for sustainable teaching, to such an extent that they are able to demonstrate the competencies expected of a graduate teacher. In addition to basic teaching skills, these competencies include being able to incorporate broader contemporary educational perspectives such as technology, literacy and numeracy, social justice, learning theories and assessment strategies in their teaching, as well as the professional confidence and personal capabilities to work with students, teachers and parents in a school community. The unit focuses on preparing Pre-service Teachers for the classroom by exploring the issues involved in broadening their perspective on student options and engaging inquiry-based pedagogy. of the unit encourages Pre-service Teachers to explore their teaching style in order to introduce and reinforce the concept of professional development through reflective practice. In this way, the Professional Practice undertaken during this unit will cohere with and enhance Pre-service Teachers' perspectives on the theory and practice of teaching and learning in schools. Pre-service Teachers must have satisfactorily completed Secondary Professional Practice 1, child protection training and Working with Children check, and obtained anaphylaxis certification prior to enrolling in this unit. Pre-service Teachers must also meet the Inherent Requirements of the Master of Teaching (Secondary), details of which are available at [http://www.uws.edu.au/ir/inherent\\_requirements/inherent\\_requirements\\_for\\_teaching\\_courses\\_postgraduate/master\\_of\\_teaching\\_secondary](http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_secondary)

### 102513.1 Secondary Professional Practice 2 - STEM

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

#### Prerequisite

**102510.1** Secondary Professional Practice 1 - STEM

#### Corequisite

**102087.1** Secondary Curriculum 1A AND **102088.1** Secondary Curriculum 1B OR **102090.1** Secondary Curriculum 2A AND **102091.1** Secondary Curriculum 2B

#### Special Requirements

Students must be enrolled in the 1848 Master of Teaching (Secondary) STEM. Students are required to have completed 120 Credit Points from within the Master of Teaching (Secondary) STEM.

.....

Secondary Professional Practice 2-STEM is the second Professional Practice unit of the Master of Teaching (Secondary) STEM. This unit incorporates a 20-day placement in a secondary school followed by a 10 day internship in the same school and up to 5 days working in an affiliated STEM industry placement. 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 by the completion of their 30 days. 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 additional 5 days working in the STEM industry is aimed at broadening and deepening Pre-service Teachers' understandings and relevance of STEM in relation to education, industry and the wider community. The unit focuses on preparing Pre-service Teachers for the classroom by broadening their perspective on student options and engaging inquiry-based pedagogy. 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, while importantly providing insights into how school curriculum, teaching and learning can reflect and respond to the broader needs of industry. Pre-service Teachers must have satisfactorily completed Secondary Professional Practice 1 - STEM, 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

.....

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.

Social Media Intelligence presents the theory and practice of extracting and analysing information from social media networks. The aims are to identify properties of social networks, and to make predictions about future events. Topics included will cover areas such as Graph theory, Game theory and Network dynamics and we will identify how these can be used to model and extract information from Facebook and Twitter.

### 101683.3 Social Psychology

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

#### Assumed Knowledge

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

#### Prerequisite

**100013.3** Experimental Design and Analysis

#### Equivalent Units

100020 - Social and Developmental Psychology

#### Special Requirements

The online version of this unit is only available to students enrolled in 1793 Bachelor of Science, Criminology and Psychological Studies. Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies, 1501 Graduate Diploma in Psychology or 1793 Bachelor of Science, Criminology and Psychological Studies.

.....

Social psychology is the study of human behaviour and mental processes in their social context. Social psychology examines social behaviour and social thinking using scientific psychological research methods. This unit considers both classic and recent theories, research and applications in core areas of social psychology such as: attitudes, stereotyping and prejudice, social cognition, group processes, cross-cultural and indigenous psychology, and social influence. Emphasis is placed upon the role of contemporary research and theory in increasing our understanding of social phenomena and the relevance of this to everyday life.

### 102194.2 Social Research in the Digital World

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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.

#### **400337.4 Social Research Methods**

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

##### **Equivalent Units**

63235 - Introduction to Social Research

##### **Special Requirements**

Successful completion of 40 credit points.

.....

This unit focusses on the purposes and relevance of real-world social research for everyday and professional life through engaging students in their areas of study and interests. Students will discover that social research is driven by asking questions, gathering and analysing data and critical consideration of evidence, along with an understanding of the ethical and underpinning concepts of 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)

.....

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)

.....

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.

#### **400511.5 Social Work and Social Policy**

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

##### **Prerequisite**

**101596.2** Context of Human Services AND **400188.2** Introduction to Welfare AND **400503.1** Social Policy 1

##### **Equivalent Units**

400514 - Political Economy of the Welfare State

##### **Special Requirements**

Students must be enrolled in Bachelor of Social Work (1666, 4598) or Bachelor of Criminal and Community Justice/Bachelor of Social Work (1713).

.....

Using a political economy framework this unit provides an understanding of the complex local, national and international contexts influencing the development and implementation of social policy in Australia. This unit examines what social policy is and explores models of policy development. Using a policy activism approach it takes students through the policy process as it occurs in a large organisation. The lessons learned are then generalised to the policy processes informing social 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)

.....

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.

### 102295.1 Space, Place and the Field

**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.

.....

This unit explores the relevance and application of the 'spatial turn' across social sciences and humanities disciplines. It examines various ways of thinking spatially, theorizing processes that shape urban space, and researching in place. Through concrete engagements with Sydney as a living laboratory it explores how the spatial turn adds to and counters dominant ways of thinking that privilege temporality or deep structure. Space, Place and the Field is analysed at varying scales, including from bodies to species, streets to cities, interpersonal to macro politics, drawing on the wealth of social, cultural, economic and environmental studies of Sydney.

### 102379.1 Special Topics in Philosophy

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

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.

### 102508.1 STEM foundations

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

#### Special Requirements

Students must be enrolled in 1848 Master of Teaching (Secondary STEM) or 1847 Master of Education (STEM).

.....

STEM Foundations will enable students to engage with knowledge of research-based integrated approaches to the teaching of science, technology, engineering and mathematics in schools. Students will learn about interdisciplinary methods for STEM learning, including project based learning and design thinking. The unit will allow students to undertake a critical examination of innovative, interdisciplinary approaches to curriculum development and relevant pedagogical strategies to maximise student learning and engagement with STEM disciplines.

### 102511.1 STEM Pedagogies in Practice

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

#### Assumed Knowledge

It is assumed that students will have some knowledge of STEM based pedagogies, for example design thinking, project based learning, and case based instruction.

#### Prerequisite

**102508.1** STEM foundations

#### Corequisite

**102510.1** Secondary Professional Practice 1 - STEM AND **102087.1** Secondary Curriculum 1A AND **102088.1** Secondary Curriculum 1B AND **102090.1** Secondary Curriculum 2A AND **102091.1** Secondary Curriculum 2B

#### Special Requirements

Students must be enrolled in course 1848 Master of Teaching (Secondary) STEM.

.....

The purpose of this unit is for students to gain exposure to authentic contexts for integrating science, technology, engineering and mathematics and to develop knowledge and skills with designing and implementing STEM learning experiences. Students will have the opportunity to complete an authentic interdisciplinary STEM task, and draw upon this experience to design and implement interdisciplinary STEM learning activities aligned to syllabus outcomes. This unit will allow students to simulate and evaluate the teaching practices associated with high-quality interdisciplinary STEM lessons, and collaborate with peers who have expertise in different STEM disciplines.

### 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.

.....

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)

.....

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

.....

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.

### 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.

.....

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.

.....

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.

### 102337.2 TESOL Project

**Credit Points** 40 **Level** 7

#### Assumed Knowledge

Knowledge gained in 10 previous units in the Master of Arts in TESOL.

#### Special Requirements

Students must be enrolled in a postgraduate course. Students must complete the following seven compulsory units: 101697 - TESOL Methodology and Curricula, 101854 - Language and Linguistics Research Methods, 101698 - TESOL Internship, 101824 - Second Language Assessment and Testing, 101825 - English Linguistics for TESOL, 102336 - Functional Grammar, 102283 - Multicultural Nonverbal Communication. Students must

also complete three from the following pool of units: 102525 - Bilingualism and Education, 100919 - Investigating Second Language Acquisition, 102335 - Contexts of TESOL, 102325 - Advanced Academic English Skills, 102338 - Intercultural Communication (PG).

.....

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

.....

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.

.....

This unit will introduce students at post-graduate level to contemporary theories and concepts of difference and diversity. The unit will particularly examine feminism, post-

structuralism, new materialism, queer theory and critical realism. It will also address specific concepts such as inequality, human rights, freedom and marginalisation. It will apply these theories and concepts to investigations of contemporary social issues and debates related to race, disability, ethnicity, sexuality, gender and other categories of individual identity and collective belonging. The unit will provide a strong theoretical base to the work that students have undertaken in the unit Theories for Critical Practice, and inform the work to be undertaken in the other units in this specialisation.

### 102179.1 Theories of the Social

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

#### Assumed Knowledge

Undergraduate degree in the Social Sciences or equivalent.

#### Equivalent Units

101888 - Theories for Critical Practice, 400585 Theories of the Social

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

This unit examines the notions that humans are intrinsically social beings who are at once products of and producers of their own circumstances. By providing an overview and critical engagement with a wide array of social theories, the unit explores key aspects of human society including structure and agency; knowledge and power relations; culture and identity; class, economy and consumption; self, society and the public sphere; social change and social justice. Students consider the social, political and discursive processes through which theories are made and applied, and how theories may both limit and create possibilities for research and practice. Throughout the unit students will be encouraged to use critical social theory to not only expose and analyse social systems but also to engage in reflection about how theoretical perspectives can inform practices of change.

### 400585.2 Theories of the Social

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

#### Special Requirements

Students must be enrolled in a postgraduate course.

.....

In 2013 this unit replaced by 101888 - Theories for Critical Practice. This unit develops critical reflection on the role of theory in the social sciences. It requires the completion of topics regarding such matters as identity, power and resistance as these are related to themes including class and consumption; social movements; globalisation and nationhood; gender, sexuality, and race; governmentality and social discipline; and various theoretical understandings of the unconscious and society.

### 102104.2 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.

### 101420.3 Theory and Practice of Psychological Assessment and Intervention

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

#### Special Requirements

Students must be enrolled in courses 1796 Graduate Diploma of Psychology, 1865 Bachelor of Psychology (Honours), 1860 Bachelor of Psychological Studies (Honours), 1504 Bachelor of Arts (Psychology) Honours, or 1500/1834 Bachelor of Psychology. Students enrolled in 1500/1834 Bachelor of Psychology must have successfully completed 240 credit points.

.....

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

### 102383.1 Topics in the History of Philosophy

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

#### 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.

.....

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 enrolled in a postgraduate course.

.....

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 1663/1781 Master of Teaching (Primary) or 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

.....

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.

### 102604.1 Urban Planning Placement Project

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

#### Equivalent Units

101313 - Urban Management Placement Project, 101635 - Urban Management Placement Project

#### Special Requirements

Students must be enrolled in 1873 Master of Urban Management and Planning or 1712 Master of Planning.

.....

This Urban Planning Placement Project unit provides Master of Urban Management and Planning and Master of Planning students with an understanding of the planning/urban management workplace. Students are placed with local planning or urban management employers to work on a variety of planning tasks. Placements are structured for student engagement in professional work in planning. Placement agencies ensure that students are supervised by experienced planners, are mentored through site visits

and work on planning projects in a professional capacity. Agreements with supervisors and clear communication lines are set to clarify student engagement and their involvement in meaningful professional tasks that contribute to an authentic learning experience, rather than simply unpaid or irrelevant labour.

### 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.

.....

This capstone unit requires students to write a 5,000 word comprehensive research report on a local or international urban planning issue. Students will select a research topic of individual interest, and work to assemble a range of evidence to address the research question. This facilitates an opportunity for students to apply their skills and knowledge acquired in the Master's program, through a high level of work and quality engagement in an authentic and professional context.

### 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.

.....

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

.....

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 or 8083 Bachelor of Research Studies.

.....

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>1836.1</b>	Master of Digital Humanities	57
			<b>1845.1</b>	Graduate Certificate in Primary Science Education	24
<b>1602.5</b>	Graduate Certificate in Interpreting and Translation	62	<b>1846.1</b>	Graduate Certificate in Education (Curriculum Specialisation)	25
<b>1630.2</b>	Graduate Diploma of Psychological Studies	72	<b>1847.1</b>	Master of Education (STEM)	25
<b>1647.5</b>	Graduate Diploma in Counselling	69	<b>1848.1</b>	Master of Teaching (Secondary) STEM	26
<b>1648.5</b>	Graduate Certificate in Counselling	70	<b>1849.1</b>	Graduate Certificate in Language Teaching and Bilingualism (Birth - 12 Years)	28
<b>1650.2</b>	Master of Creative Music Therapy	56	<b>1850.1</b>	Master of Education (Leadership and Management)	29
<b>1676.2</b>	Graduate Certificate in Urban Management and Planning	87	<b>1851.1</b>	Graduate Certificate in Education (Leadership and Management) (exit only)	30
<b>1687.3</b>	Master of Arts (Research Studies)/PhD	42	<b>1852.1</b>	Graduate Certificate in Education (STEM) (exit only)	30
<b>1700.2</b>	Graduate Certificate in Art Therapy (exit only)	67	<b>1853.1</b>	Graduate Diploma in Teaching (Secondary) STEM (exit only)	31
<b>1712.2</b>	Master of Planning	78	<b>1856.2</b>	Master of Creative Industries	51
<b>1714.3</b>	Master of Teaching (Secondary)	1	<b>1857.2</b>	Graduate Diploma in Creative Industries	54
<b>1715.2</b>	Graduate Diploma in Educational Studies (Secondary) (exit only)	4	<b>1858.2</b>	Graduate Certificate in Creative Industries	55
<b>1716.2</b>	Graduate Certificate in Educational Studies (Secondary) (exit only)	5	<b>1859.1</b>	Master of Educational Studies (exit only)	31
<b>1720.2</b>	Master of Inclusive Education	5	<b>1862.1</b>	Master of International Criminology	76
<b>1721.1</b>	Graduate Certificate in Inclusive Education	6	<b>1863.1</b>	Graduate Diploma in International Criminology	77
<b>1722.2</b>	Graduate Diploma in Inclusive Education (exit only)	7	<b>1864.1</b>	Graduate Certificate in International Criminology	78
<b>1723.2</b>	Master of Education (Social Ecology)	8	<b>1866.1</b>	Master of Humanitarian and Development Studies	74
<b>1724.3</b>	Graduate Certificate in Education (Social Ecology)	9	<b>1867.1</b>	Graduate Diploma in Humanitarian and Development Studies	75
<b>1725.1</b>	Graduate Diploma in Education (Social Ecology) (exit only)	9	<b>1868.1</b>	Graduate Certificate in Humanitarian and Development Studies	75
<b>1726.1</b>	Master of Education (Leadership)	10	<b>1870.1</b>	Master of Chinese Cultural Relations	49
<b>1727.1</b>	Graduate Certificate in Education (Leadership) (exit only)	12	<b>1871.1</b>	Graduate Certificate in Chinese Cultural Relations (exit only)	51
<b>1728.1</b>	Graduate Diploma in Education (Leadership) (exit only)	12	<b>1872.1</b>	Graduate Diploma in Chinese Cultural Relations (exit only)	51
<b>1770.1</b>	Master of Social Science	82	<b>1873.1</b>	Master of Urban Management and Planning	86
<b>1771.1</b>	Graduate Diploma in Social Science	83	<b>1874.1</b>	Postgraduate Bridging Program (Social Work)	85
<b>1772.1</b>	Graduate Certificate in Social Science	84	<b>4595.9</b>	Master of Art Therapy	65
<b>1775.2</b>	Graduate Diploma in Interpreting	60	<b>4596.5</b>	Graduate Diploma in Art Therapy (exit only)	67
<b>1776.2</b>	Graduate Diploma in Translation	61			
<b>1777.3</b>	Master of Interpreting and Translation	58			
<b>1778.1</b>	Graduate Diploma in Interpreting Studies (exit only)	48			
<b>1779.1</b>	Graduate Diploma in Translation Studies (exit only)	48			
<b>1780.2</b>	Master of Arts Translation and Interpreting Studies	46			
<b>1781.2</b>	Master of Teaching (Primary)	13			
<b>1782.2</b>	Graduate Diploma in Educational Studies (Primary) (exit only)	16			
<b>1783.3</b>	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	16			
<b>1784.1</b>	Master of Teaching (Birth - 5 Years) (exit only)	21			
<b>1792.1</b>	Master of Social Work (Qualifying)	85			
<b>1796.3</b>	Graduate Diploma in Psychology	71			
<b>1800.2</b>	Master of Arts in TESOL	43			
<b>1801.2</b>	Graduate Diploma in TESOL	44			
<b>1802.2</b>	Graduate Certificate in TESOL	45			
<b>1812.2</b>	Master of Clinical Psychology	67			
<b>1814.2</b>	Master of Professional Psychology	80			
<b>1816.3</b>	Master of Translation and TESOL	63			
<b>1817.1</b>	Master of Psychotherapy and Counselling	81			
<b>1824.1</b>	Master of Arts in Continental Philosophy	37			
<b>1825.1</b>	Graduate Diploma in Continental Philosophy	38			
<b>1826.1</b>	Graduate Certificate in Continental Philosophy	39			
<b>1830.2</b>	Graduate Certificate in Primary Mathematics Education	23			
<b>1831.2</b>	Master of Arts in Literature and Creative Writing	40			
<b>1832.2</b>	Graduate Diploma in Literature and Creative Writing (exit only)	41			
<b>1833.2</b>	Graduate Certificate in Literature and Creative Writing (exit only)	42			

Index for courses by course description order			Course	Description	Page
			<b>1779.1</b>	Graduate Diploma in Translation Studies (exit only)	48
<b>1700.2</b>	Graduate Certificate in Art Therapy (exit only)	67	<b>1630.2</b>	Graduate Diploma of Psychological Studies	72
<b>1871.1</b>	Graduate Certificate in Chinese Cultural Relations (exit only)	51	<b>4595.9</b>	Master of Art Therapy	65
			<b>1687.3</b>	Master of Arts (Research Studies)/PhD	42
<b>1826.1</b>	Graduate Certificate in Continental Philosophy	39	<b>1824.1</b>	Master of Arts in Continental Philosophy	37
			<b>1831.2</b>	Master of Arts in Literature and Creative Writing	40
<b>1648.5</b>	Graduate Certificate in Counselling	70	<b>1800.2</b>	Master of Arts in TESOL	43
<b>1858.2</b>	Graduate Certificate in Creative Industries	55	<b>1780.2</b>	Master of Arts Translation and Interpreting Studies	46
<b>1846.1</b>	Graduate Certificate in Education (Curriculum Specialisation)	25	<b>1870.1</b>	Master of Chinese Cultural Relations	49
<b>1851.1</b>	Graduate Certificate in Education (Leadership and Management) (exit only)	30	<b>1812.2</b>	Master of Clinical Psychology	67
<b>1727.1</b>	Graduate Certificate in Education (Leadership) (exit only)	12	<b>1856.2</b>	Master of Creative Industries	51
<b>1724.3</b>	Graduate Certificate in Education (Social Ecology)	9	<b>1650.2</b>	Master of Creative Music Therapy	56
<b>1852.1</b>	Graduate Certificate in Education (STEM) (exit only)	30	<b>1836.1</b>	Master of Digital Humanities	57
			<b>1850.1</b>	Master of Education (Leadership and Management)	29
<b>1716.2</b>	Graduate Certificate in Educational Studies (Secondary) (exit only)	5	<b>1726.1</b>	Master of Education (Leadership)	10
			<b>1723.2</b>	Master of Education (Social Ecology)	8
<b>1868.1</b>	Graduate Certificate in Humanitarian and Development Studies	75	<b>1847.1</b>	Master of Education (STEM)	25
<b>1721.1</b>	Graduate Certificate in Inclusive Education	6	<b>1859.1</b>	Master of Educational Studies (exit only)	31
<b>1864.1</b>	Graduate Certificate in International Criminology	78	<b>1866.1</b>	Master of Humanitarian and Development Studies	74
<b>1602.5</b>	Graduate Certificate in Interpreting and Translation	62	<b>1720.2</b>	Master of Inclusive Education	5
<b>1849.1</b>	Graduate Certificate in Language Teaching and Bilingualism (Birth - 12 Years)	28	<b>1862.1</b>	Master of International Criminology	76
<b>1833.2</b>	Graduate Certificate in Literature and Creative Writing (exit only)	42	<b>1777.3</b>	Master of Interpreting and Translation	58
<b>1830.2</b>	Graduate Certificate in Primary Mathematics Education	23	<b>1712.2</b>	Master of Planning	78
<b>1845.1</b>	Graduate Certificate in Primary Science Education	24	<b>1814.2</b>	Master of Professional Psychology	80
			<b>1817.1</b>	Master of Psychotherapy and Counselling	81
<b>1772.1</b>	Graduate Certificate in Social Science	84	<b>1770.1</b>	Master of Social Science	82
<b>1802.2</b>	Graduate Certificate in TESOL	45	<b>1792.1</b>	Master of Social Work (Qualifying)	85
<b>1676.2</b>	Graduate Certificate in Urban Management and Planning	87	<b>1784.1</b>	Master of Teaching (Birth - 5 Years) (exit only)	21
<b>4596.5</b>	Graduate Diploma in Art Therapy (exit only)	67	<b>1783.3</b>	Master of Teaching (Birth - 5 Years/Birth - 12 Years)	16
<b>1872.1</b>	Graduate Diploma in Chinese Cultural Relations (exit only)	51	<b>1781.2</b>	Master of Teaching (Primary)	13
<b>1825.1</b>	Graduate Diploma in Continental Philosophy	38	<b>1714.3</b>	Master of Teaching (Secondary)	1
<b>1647.5</b>	Graduate Diploma in Counselling	69	<b>1848.1</b>	Master of Teaching (Secondary) STEM	26
<b>1857.2</b>	Graduate Diploma in Creative Industries	54	<b>1816.3</b>	Master of Translation and TESOL	63
<b>1728.1</b>	Graduate Diploma in Education (Leadership) (exit only)	12	<b>1873.1</b>	Master of Urban Management and Planning	86
<b>1725.1</b>	Graduate Diploma in Education (Social Ecology) (exit only)	9	<b>1874.1</b>	Postgraduate Bridging Program (Social Work)	85
<b>1782.2</b>	Graduate Diploma in Educational Studies (Primary) (exit only)	16			
<b>1715.2</b>	Graduate Diploma in Educational Studies (Secondary) (exit only)	4			
<b>1867.1</b>	Graduate Diploma in Humanitarian and Development Studies	75			
<b>1722.2</b>	Graduate Diploma in Inclusive Education (exit only)	7			
<b>1863.1</b>	Graduate Diploma in International Criminology	77			
<b>1775.2</b>	Graduate Diploma in Interpreting	60			
<b>1778.1</b>	Graduate Diploma in Interpreting Studies (exit only)	48			
<b>1832.2</b>	Graduate Diploma in Literature and Creative Writing (exit only)	41			
<b>1796.3</b>	Graduate Diploma in Psychology	71			
<b>1771.1</b>	Graduate Diploma in Social Science	83			
<b>1853.1</b>	Graduate Diploma in Teaching (Secondary) STEM (exit only)	31			
<b>1801.2</b>	Graduate Diploma in TESOL	44			
<b>1776.2</b>	Graduate Diploma in Translation	61			

**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	89
<a href="#">ST1001.1</a>	Studies in Counselling	89
<a href="#">ST1003.1</a>	Development, Security and Sustainability	89
<a href="#">ST1004.1</a>	Policing Leadership	89
<a href="#">ST1005.1</a>	Urban Studies	90
<a href="#">ST1006.1</a>	Difference and Diversity	90
<a href="#">ST1007.1</a>	Digital Research and Social Data Analytics	90
<a href="#">ST1008.1</a>	International Criminology	91
<a href="#">ST1009.1</a>	Religion and Society	91

**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	89
<a href="#">ST1006.1</a>	Difference and Diversity	90
<a href="#">ST1007.1</a>	Digital Research and Social Data Analytics	90
<a href="#">ST1008.1</a>	International Criminology	91
<a href="#">ST1004.1</a>	Policing Leadership	89
<a href="#">ST1009.1</a>	Religion and Society	91
<a href="#">ST1000.1</a>	Studies in Art Therapy	89
<a href="#">ST1001.1</a>	Studies in Counselling	89
<a href="#">ST1005.1</a>	Urban Studies	90



## Index for units by unit code order

Unit	Description	Page	Unit	Description	Page
			101743.2	Mobile Media	124
			101745.2	Media Project Production	123
100013.3	Experimental Design and Analysis	111	101750.2	Translation Technologies (PG)	149
100701.1	Leadership, Mentoring and Professional Growth	120	101784.2	Clinical Studies (Art Therapy)	100
			101785.2	Further Clinical Studies (Art Therapy)	113
100910.3	Music Therapy Method	125	101803.2	Literacy in the Early Years	121
100911.5	Music Therapy Professional Practice	125	101810.2	Core Skills and Ethical Practice	104
100912.4	Music Therapy Theory and Practice 1	125	101812.2	Clinical Psychopathology 1	100
100914.5	Music Therapy Theory and Practice 2	125	101813.2	Clinical Psychopathology 2	100
100916.2	Legal Interpreting	121	101814.2	Clinical Research Methods	100
100917.2	Specialised Translation (PG)	145	101815.2	Clinic Placement A	99
100919.2	Investigating Second Language Acquisition	119	101816.1	Clinic Placement B	99
100922.2	Medical Interpreting (PG)	124	101817.3	Clinical Neuropsychology and Psychopharmacology	100
100925.2	Literary Translation	121			
100983.5	Research Methods Seminar	137	101818.5	Professional Placement 1	133
101105.3	Prosocial Learning Environments	134	101819.3	Professional Placement 2	133
101184.3	Psychology: Human Behaviour	135	101820.3	Professional Placement 3	133
101210.3	Child Clinical Psychology	98	101824.3	Second Language Assessment and Testing	139
101213.3	Psychological Interventions 1	135			
101214.3	Psychological Interventions 2	135	101825.3	English Linguistics for TESOL	110
101220.2	Clinical Health Psychology	99	101827.3	Audiovisual Translation: Subtitling and Captioning	97
101239.3	Applied Research Project	95			
101247.4	Counselling and Consultation	104	101845.1	Community and Social Services Translation (PG)	101
101286.3	Inclusive Teaching for Effective Learning	115			
101297.3	Languages and Linguistics Special Project	119	101854.1	Language and Linguistics Research Methods	119
101303.2	Art Therapy: Histories, Theories, Groups	95			
101314.3	Urban Management Practice: Governance and Power in the City	150	101868.1	Business Interpreting	97
			101891.1	Contemporary Policing Practice	102
101315.3	Financing Cities in the Global Economy	111	101892.1	Executive Leadership in Policing	111
101420.3	Theory and Practice of Psychological Assessment and Intervention	148	101893.1	Governance and Accountability in Policing Practice	114
101423.3	Media Project Proposal	123	101894.1	Working with Offending Behaviour: Integrating Theory to Practice	150
101426.2	Convergent Media Internship	103			
101443.4	Creative Music Therapy Practicum 1	104	101895.1	Political Economy of Development	128
101444.5	Creative Music Therapy Practicum 2	105	101896.1	Development and Security	107
101445.4	Music Therapy Skills 1	125	101897.1	Development for Equality	107
101446.5	Music Therapy Skills 2	125	101899.1	Introduction to Pedagogical Leadership	119
101541.4	Advanced Topics in Psychology	94	101962.1	Researching Convergent Media	138
101577.6	Classrooms Without Borders	99	102015.1	Interpreting Skills (PG)	118
101579.2	Primary English and Literacy 1	129	102040.2	Master of Social Science Thesis	122
101580.2	Primary Mathematics and Numeracy 1	130	102069.1	Heritage and Planning	114
101582.2	Primary Human Society and its Environment	130	102071.2	Culture, Subjectivities and Schooling	106
			102072.1	Primary Health and Physical Education	129
101583.2	Primary Science & Technology	131	102073.2	Primary Professional Practice 1	130
101584.2	Primary Mathematics and Numeracy 2	130	102074.3	Primary Professional Practice 2	131
101585.2	Primary Creative Arts	129	102075.3	Researching and Developing Engaging Pedagogies	138
101586.2	Primary English and Literacy 2	129			
101625.3	Inclusive Practices	115	102076.1	Teaching and Learning in Classrooms	146
101633.2	Managing Cities: History and Theory	122	102077.1	Understanding and Teaching Children	149
101634.2	Planning and Environmental Regulation	127	102081.1	Adolescent Development and Teaching	93
101636.2	Developing Sustainable Places	107	102082.1	Pedagogy for Positive Learning Environments	126
101637.2	Urban Research Report	150			
101644.2	Community Management and Organisations	102	102083.1	Diversity, Social Justice and Learning	109
			102084.1	Inclusive Education - Theory, Policy & Practice	115
101651.1	Applied Imagination	94			
101652.1	Ecopsychology and Cultural Change	109	102085.2	Aboriginal & Culturally Responsive Pedagogies	92
101656.2	Researching Practice	138			
101658.1	Transformative Learning	149	102086.1	Designing Teaching and Learning	107
101676.3	Human Learning	114	102087.1	Secondary Curriculum 1A	139
101677.4	Cognitive Processes	101	102088.1	Secondary Curriculum 1B	140
101678.4	Motivation and Emotion	124	102089.1	Secondary Curriculum 1C	140
101679.3	Personality	127	102090.1	Secondary Curriculum 2A	140
101680.4	Perception	127	102091.1	Secondary Curriculum 2B	140
101681.4	Abnormal Psychology	92	102092.1	Secondary Curriculum 2C	141
101682.5	Developmental Psychology	108	102093.3	Secondary Professional Practice 1	141
101683.3	Social Psychology	143	102094.2	Secondary Professional Practice 2	142
101684.4	Brain and Behaviour	97	102096.1	Researching Teaching and Learning 1	139
101689.3	Advanced Research Methods	93	102097.1	Researching Teaching & Learning 2	138
101695.2	Introduction to Interpreting PG	118	102098.2	Contemporary Teacher Leadership	103
101696.2	Introduction to Translation PG	119	102100.1	Research and Professional Practice	136
101697.2	TESOL Methodology and Curricula	147	102101.2	Diverse Literacies	108
101698.2	TESOL Internship	147	102102.2	Children, Families, Communities	98
			102103.1	Community Leadership	101

Unit	Description	Page	Unit	Description	Page
102104.2	Theorising Play	148	102354.1	Art Therapy: Approaches and Applications	95
102105.1	Creative Teaching and Learning	105	102355.1	Foundations of Psychotherapy and Counselling 2	112
102106.1	People, Place and Pedagogy	127	102357.1	Ethics and Diversity in Research and Therapy	111
102107.1	Practising Pedagogical Leadership	128	102358.1	Practising Research and Researching Practice	128
102108.2	Leadership and Management	120	102359.2	Assessment: Psychological Practice	96
102109.1	Professional Experience Birth - 2 Years	132	102360.2	Core Therapeutic Modalities	104
102110.2	Professional Experience 3 - 5 Years	132	102361.2	Advanced Therapeutic Modalities	94
102111.2	Professional Experience K - 6	132	102362.2	Psychopathology: Theory and Practice	135
102146.1	Effective Working Relationships	110	102363.2	Forensic Psychology: Theory and Practice	112
102147.1	Assessing to Support Learning	95	102364.1	Counselling and Psychotherapy Practice	104
102148.1	Engaging Communities	110	102365.1	Clinical Studies in Psychotherapy and Counselling	100
102149.2	Inclusive Environments	115	102366.1	Further Clinical Studies in Psychotherapy and Counselling	113
102150.1	Universal Design for Learning	149	102370.1	Integrated Practice 1: Self and Story	116
102151.1	Managing Challenging and Diverse Behaviour	122	102371.1	Integrated Practices 2: Affliction and Recovery	116
102152.1	Social Ecology	143	102372.1	Integrated Practices 3: Emotions, Embodiment and Connection	116
102153.1	Professional Experience (Additional Needs)	131	102373.1	Integrated Practices 4: Self and Relationships	117
102154.1	Technology Assisting Learning	146	102379.1	Special Topics in Philosophy	145
102155.1	Teaching and Learning with Adults	146	102380.1	Philosophical Aesthetics	127
102156.1	Disability in Context	108	102381.1	Ethics	110
102157.1	Ecopedagogies	109	102382.1	Research Project in Philosophy	137
102158.1	Learning and Teaching in Challenging Contexts	121	102383.1	Topics in the History of Philosophy	148
102159.1	Designing Curriculum Futures	106	102384.1	Political Philosophy	128
102160.1	Education Policy, Practice and Global Knowledge Co-construction	109	102390.1	Social Work Practice Methods 1	144
102161.1	Leading Change	120	102391.1	Social Work (Qualifying) Field Education 1	144
102163.1	Professional Project	134	102392.1	Leadership in Organisations	120
102165.1	At the cultural interface - learning two ways	96	102393.1	Power and Marginalisation	128
102166.1	Person-Centred Practice	127	102394.1	Contextualised Practice	103
102167.1	Conference Interpreting	102	102395.1	Critical Social Work Practice	105
102168.1	Principles and Practices of Evaluation	131	102396.1	Social Work Practice Methods 2	144
102175.1	Research in the Social Sciences	137	102397.1	Social Work (Qualifying) Field Education 2	144
102176.1	Theories of Difference and Diversity	147	102398.1	Integrated Project	117
102177.2	Advanced Social Research Methods	93	102400.1	Assessment: Cognitive Functions	96
102178.2	Critical and Creative Enquiry	105	102401.1	Masters Project in Philosophy	123
102179.1	Theories of the Social	148	102412.1	Global Digital Futures	114
102180.2	Translation from Theory and Research to Policy	149	102424.1	Cyber Justice (PG)	106
102181.2	Nation, Power and Difference	126	102426.1	Digital Humanities Research Methods (PG)	108
102183.1	Diversity in Practice	109	102485.1	Science for Contemporary Learners	139
102194.2	Social Research in the Digital World	143	102486.1	Addressing Diversity in Science Teaching and Learning	93
102198.1	Transnational Crime	149	102487.1	Leading Science in the Primary School	121
102199.1	Violence, Culture and Criminal Justice	150	102488.1	Assessment and Intervention for Science Learning	96
102200.1	Global Criminology and Human Rights	113	102497.1	Writing and Ideas	151
102201.1	Contemporary Theories of Religion and Society	103	102498.1	Writing Practice and Tradition	151
102202.1	Religion and Law in Contemporary Public Discourse	136	102499.1	Writing Process	151
102220.1	Applied Methods in Literary Studies and Creative Writing	94	102500.1	Writing and Form	151
102222.1	Applied Practice in Literary Studies and Creative Writing	95	102501.1	Writing, Sounds, Images, Texts	151
102253.1	Digital Social Research in Action	108	102508.1	STEM foundations	145
102255.1	Masters Project	123	102509.1	Computational Thinking across the STEM Curriculum	102
102283.1	Multicultural Nonverbal Communication	124	102510.1	Secondary Professional Practice 1 - STEM	141
102292.1	Strategic Communication	145	102511.1	STEM Pedagogies in Practice	145
102295.1	Space, Place and the Field	145	102512.1	Researching STEM Education for Future Leadership	138
102300.1	Foundations of Media Arts Production (PG)	112	102513.1	Secondary Professional Practice 2 - STEM	142
102321.1	Mathematics for Contemporary Learners	123	102514.1	Pedagogies for Languages Teaching	126
102322.1	Addressing Diversity in Mathematics Teaching and Learning	92	102515.1	Professional Practice: Languages Teaching	134
102323.1	Leading Mathematics in the Primary School	120	102517.1	Innovation and Entrepreneurship PG	115
102324.1	Assessment and Intervention for Mathematics and Numeracy Learning	96	102519.1	Adaptive Leadership, Management and Team Work	92
102325.1	Advanced Academic English Skills	93	102521.1	Media Research Project	124
102335.1	Contexts of TESOL	103	102524.1	Text Analysis for Translation (PG)	147
102336.1	Functional Grammar	113	102525.1	Bilingualism and Education	97
102337.2	TESOL Project	147	102527.1	Integrating Arts and Therapy	117
102338.1	Intercultural Communication (PG)	118	102528.1	Psychology Research Thesis	135
102341.1	Debates in Global History	106			
102353.1	Foundations of Psychotherapy and Counselling 1	112			

Unit	Description	Page
<a href="#">102539.1</a>	Professional Psychology Placement	134
<a href="#">102541.1</a>	Chinese Cultural Policy and Practice	98
<a href="#">102542.1</a>	Australian Cultural Policy and Practice	97
<a href="#">102543.1</a>	Cultural Diplomacy and Soft Power	105
<a href="#">102544.1</a>	China Culture Study	98
<a href="#">102545.1</a>	Research Project in Cultural Exchange	137
<a href="#">102562.1</a>	Preparation for NAATI Certification (PG)	129
<a href="#">102574.1</a>	Public Health in Complex Emergencies (Advanced)	136
<a href="#">102575.1</a>	Emergency and Disaster Management	110
<a href="#">102581.1</a>	Literary Theory	121
<a href="#">102602.1</a>	Gender and Genre	113
<a href="#">102603.1</a>	Early Mathematics and Numeracy	109
<a href="#">102604.1</a>	Urban Planning Placement Project	150
<a href="#">102605.1</a>	Professional Practice Community Engagement	133
<a href="#">102621.1</a>	Formal and Functional Grammar	112
<a href="#">200280.4</a>	Masters Project	122
<a href="#">200821.2</a>	Financial Reports for Decision Making	111
<a href="#">200826.1</a>	Contemporary People Management	102
<a href="#">200833.1</a>	Leading Contemporary Organisations	120
<a href="#">200835.2</a>	Managing in the Global Context	122
<a href="#">200845.1</a>	Innovation Through Digital Technology	116
<a href="#">200848.3</a>	Governance, Ethics and Social Entrepreneurship	114
<a href="#">300695.2</a>	Network Technologies	126
<a href="#">300977.2</a>	Systems Analysis and Database Management Systems	146
<a href="#">301038.2</a>	Programming Proficiency	134
<a href="#">301044.1</a>	Data Science	106
<a href="#">301045.2</a>	Advanced Topics in User System Interaction	94
<a href="#">301116.1</a>	Social Media Intelligence	143
<a href="#">400193.4</a>	Human Services Intervention Strategies	114
<a href="#">400337.4</a>	Social Research Methods	144
<a href="#">400417.2</a>	Epidemiology and Quantitative Methods	110
<a href="#">400421.2</a>	Research Methods for Humanities and Social Sciences	137
<a href="#">400511.5</a>	Social Work and Social Policy	144
<a href="#">400585.2</a>	Theories of the Social	148
<a href="#">400586.2</a>	Integrating Theory, Research and Practice	117
<a href="#">800166.1</a>	Research Design 1: Theories of Enquiry	136
<a href="#">800169.1</a>	Research Design 2: Practices of Research	136
<a href="#">A7456.5</a>	Interpreting and Translation Professional Practicum (PG)	118

## Index for units by unit description order

Unit	Description	Page	Unit	Description	Page
			<b>102394.1</b>	Contextualised Practice	103
			<b>101426.2</b>	Convergent Media Internship	103
<b>101681.4</b>	Abnormal Psychology	92	<b>101810.2</b>	Core Skills and Ethical Practice	104
<b>102085.2</b>	Aboriginal & Culturally Responsive Pedagogies	92	<b>102360.2</b>	Core Therapeutic Modalities	104
<b>102519.1</b>	Adaptive Leadership, Management and Team Work	92	<b>101247.4</b>	Counselling and Consultation	104
<b>102322.1</b>	Addressing Diversity in Mathematics Teaching and Learning	92	<b>102364.1</b>	Counselling and Psychotherapy Practice	104
<b>102486.1</b>	Addressing Diversity in Science Teaching and Learning	93	<b>101443.4</b>	Creative Music Therapy Practicum 1	104
<b>102081.1</b>	Adolescent Development and Teaching	93	<b>101444.5</b>	Creative Music Therapy Practicum 2	105
<b>102325.1</b>	Advanced Academic English Skills	93	<b>102105.1</b>	Creative Teaching and Learning	105
<b>101689.3</b>	Advanced Research Methods	93	<b>102178.2</b>	Critical and Creative Enquiry	105
<b>102177.2</b>	Advanced Social Research Methods	93	<b>102395.1</b>	Critical Social Work Practice	105
<b>102361.2</b>	Advanced Therapeutic Modalities	94	<b>102543.1</b>	Cultural Diplomacy and Soft Power	105
<b>101541.4</b>	Advanced Topics in Psychology	94	<b>102071.2</b>	Culture, Subjectivities and Schooling	106
<b>301045.2</b>	Advanced Topics in User System Interaction	94	<b>102424.1</b>	Cyber Justice (PG)	106
<b>101651.1</b>	Applied Imagination	94	<b>301044.1</b>	Data Science	106
<b>102220.1</b>	Applied Methods in Literary Studies and Creative Writing	94	<b>102341.1</b>	Debates in Global History	106
<b>102222.1</b>	Applied Practice in Literary Studies and Creative Writing	95	<b>102159.1</b>	Designing Curriculum Futures	106
<b>101239.3</b>	Applied Research Project	95	<b>102086.1</b>	Designing Teaching and Learning	107
<b>102354.1</b>	Art Therapy: Approaches and Applications	95	<b>101636.2</b>	Developing Sustainable Places	107
<b>101303.2</b>	Art Therapy: Histories, Theories, Groups	95	<b>101896.1</b>	Development and Security	107
<b>102147.1</b>	Assessing to Support Learning	95	<b>101897.1</b>	Development for Equality	107
<b>102324.1</b>	Assessment and Intervention for Mathematics and Numeracy Learning	96	<b>101682.5</b>	Developmental Psychology	108
<b>102488.1</b>	Assessment and Intervention for Science Learning	96	<b>102426.1</b>	Digital Humanities Research Methods (PG)	108
<b>102400.1</b>	Assessment: Cognitive Functions	96	<b>102253.1</b>	Digital Social Research in Action	108
<b>102359.2</b>	Assessment: Psychological Practice	96	<b>102156.1</b>	Disability in Context	108
<b>102165.1</b>	At the cultural interface - learning two ways	96	<b>102101.2</b>	Diverse Literacies	108
<b>101827.3</b>	Audiovisual Translation: Subtitling and Captioning	97	<b>102183.1</b>	Diversity in Practice	109
<b>102542.1</b>	Australian Cultural Policy and Practice	97	<b>102083.1</b>	Diversity, Social Justice and Learning	109
<b>102525.1</b>	Bilingualism and Education	97	<b>102603.1</b>	Early Mathematics and Numeracy	109
<b>101684.4</b>	Brain and Behaviour	97	<b>102157.1</b>	Ecopedagogies	109
<b>101868.1</b>	Business Interpreting	97	<b>101652.1</b>	Ecopsychology and Cultural Change	109
<b>101210.3</b>	Child Clinical Psychology	98	<b>102160.1</b>	Education Policy, Practice and Global Knowledge Co-construction	110
<b>102102.2</b>	Children, Families, Communities	98	<b>102146.1</b>	Effective Working Relationships	110
<b>102544.1</b>	China Culture Study	98	<b>102575.1</b>	Emergency and Disaster Management	110
<b>102541.1</b>	Chinese Cultural Policy and Practice	98	<b>102148.1</b>	Engaging Communities	110
<b>101577.6</b>	Classrooms Without Borders	99	<b>101825.3</b>	English Linguistics for TESOL	110
<b>101815.2</b>	Clinic Placement A	99	<b>400417.2</b>	Epidemiology and Quantitative Methods	110
<b>101816.1</b>	Clinic Placement B	99	<b>102381.1</b>	Ethics	110
<b>101220.2</b>	Clinical Health Psychology	99	<b>102357.1</b>	Ethics and Diversity in Research and Therapy	111
<b>101817.3</b>	Clinical Neuropsychology and Psychopharmacology	100	<b>101892.1</b>	Executive Leadership in Policing	111
<b>101812.2</b>	Clinical Psychopathology 1	100	<b>100013.3</b>	Experimental Design and Analysis	111
<b>101813.2</b>	Clinical Psychopathology 2	100	<b>200821.2</b>	Financial Reports for Decision Making	111
<b>101814.2</b>	Clinical Research Methods	100	<b>101315.3</b>	Financing Cities in the Global Economy	111
<b>101784.2</b>	Clinical Studies (Art Therapy)	100	<b>102363.2</b>	Forensic Psychology: Theory and Practice	112
<b>102365.1</b>	Clinical Studies in Psychotherapy and Counselling	100	<b>102621.1</b>	Formal and Functional Grammar	112
<b>101677.4</b>	Cognitive Processes	101	<b>102300.1</b>	Foundations of Media Arts Production (PG)	112
<b>101845.1</b>	Community and Social Services Translation (PG)	101	<b>102353.1</b>	Foundations of Psychotherapy and Counselling 1	112
<b>102103.1</b>	Community Leadership	101	<b>102355.1</b>	Foundations of Psychotherapy and Counselling 2	112
<b>101644.2</b>	Community Management and Organisations	102	<b>102336.1</b>	Functional Grammar	113
<b>102509.1</b>	Computational Thinking across the STEM Curriculum	102	<b>101785.2</b>	Further Clinical Studies (Art Therapy)	113
<b>102167.1</b>	Conference Interpreting	102	<b>102366.1</b>	Further Clinical Studies in Psychotherapy and Counselling	113
<b>200826.1</b>	Contemporary People Management	102	<b>102602.1</b>	Gender and Genre	113
<b>101891.1</b>	Contemporary Policing Practice	102	<b>102200.1</b>	Global Criminology and Human Rights	113
<b>102098.2</b>	Contemporary Teacher Leadership	103	<b>102412.1</b>	Global Digital Futures	114
<b>102201.1</b>	Contemporary Theories of Religion and Society	103	<b>101893.1</b>	Governance and Accountability in Policing Practice	114
<b>102335.1</b>	Contexts of TESOL	103	<b>200848.3</b>	Governance, Ethics and Social Entrepreneurship	114
			<b>102069.1</b>	Heritage and Planning	114
			<b>101676.3</b>	Human Learning	114
			<b>400193.4</b>	Human Services Intervention Strategies	114
			<b>102084.1</b>	Inclusive Education - Theory, Policy & Practice	115
			<b>102149.2</b>	Inclusive Environments	115
			<b>101625.3</b>	Inclusive Practices	115
			<b>101286.3</b>	Inclusive Teaching for Effective Learning	115
			<b>102517.1</b>	Innovation and Entrepreneurship PG	115
			<b>200845.1</b>	Innovation Through Digital Technology	116

Unit	Description	Page	Unit	Description	Page
<a href="#">102370.1</a>	Integrated Practice 1: Self and Story	116	<a href="#">102358.1</a>	Practising Research and Researching Practice	128
<a href="#">102371.1</a>	Integrated Practices 2: Affliction and Recovery	116	<a href="#">102562.1</a>	Preparation for NAATI Certification (PG)	129
<a href="#">102372.1</a>	Integrated Practices 3: Emotions, Embodiment and Connection	116	<a href="#">101585.2</a>	Primary Creative Arts	129
<a href="#">102373.1</a>	Integrated Practices 4: Self and Relationships	117	<a href="#">101579.2</a>	Primary English and Literacy 1	129
<a href="#">102398.1</a>	Integrated Project	117	<a href="#">101586.2</a>	Primary English and Literacy 2	129
<a href="#">102527.1</a>	Integrating Arts and Therapy	117	<a href="#">102072.1</a>	Primary Health and Physical Education	129
<a href="#">400586.2</a>	Integrating Theory, Research and Practice	117	<a href="#">101582.2</a>	Primary Human Society and its Environment	130
<a href="#">102338.1</a>	Intercultural Communication (PG)	118	<a href="#">101580.2</a>	Primary Mathematics and Numeracy 1	130
<a href="#">A7456.5</a>	Interpreting and Translation Professional Practicum (PG)	118	<a href="#">101584.2</a>	Primary Mathematics and Numeracy 2	130
<a href="#">102015.1</a>	Interpreting Skills (PG)	118	<a href="#">102073.2</a>	Primary Professional Practice 1	130
<a href="#">101695.2</a>	Introduction to Interpreting PG	118	<a href="#">102074.3</a>	Primary Professional Practice 2	131
<a href="#">101899.1</a>	Introduction to Pedagogical Leadership	119	<a href="#">101583.2</a>	Primary Science & Technology	131
<a href="#">101696.2</a>	Introduction to Translation PG	119	<a href="#">102168.1</a>	Principles and Practices of Evaluation	131
<a href="#">100919.2</a>	Investigating Second Language Acquisition	119	<a href="#">102153.1</a>	Professional Experience (Additional Needs)	131
<a href="#">101854.1</a>	Language and Linguistics Research Methods	119	<a href="#">102110.2</a>	Professional Experience 3 - 5 Years	132
<a href="#">101297.3</a>	Languages and Linguistics Special Project	119	<a href="#">102109.1</a>	Professional Experience Birth - 2 Years	132
<a href="#">102108.2</a>	Leadership and Management	120	<a href="#">102111.2</a>	Professional Experience K - 6	132
<a href="#">102392.1</a>	Leadership in Organisations	120	<a href="#">101818.5</a>	Professional Placement 1	133
<a href="#">100701.1</a>	Leadership, Mentoring and Professional Growth	120	<a href="#">101819.3</a>	Professional Placement 2	133
<a href="#">102161.1</a>	Leading Change	120	<a href="#">101820.3</a>	Professional Placement 3	133
<a href="#">200833.1</a>	Leading Contemporary Organisations	120	<a href="#">102605.1</a>	Professional Practice Community Engagement	133
<a href="#">102323.1</a>	Leading Mathematics in the Primary School	120	<a href="#">102515.1</a>	Professional Practice: Languages Teaching	134
<a href="#">102487.1</a>	Leading Science in the Primary School	121	<a href="#">102163.1</a>	Professional Project	134
<a href="#">102158.1</a>	Learning and Teaching in Challenging Contexts	121	<a href="#">102539.1</a>	Professional Psychology Placement	134
<a href="#">100916.2</a>	Legal Interpreting	121	<a href="#">301038.2</a>	Programming Proficiency	134
<a href="#">101803.2</a>	Literacy in the Early Years	121	<a href="#">101105.3</a>	Prosocial Learning Environments	134
<a href="#">102581.1</a>	Literary Theory	121	<a href="#">101213.3</a>	Psychological Interventions 1	135
<a href="#">100925.2</a>	Literary Translation	121	<a href="#">101214.3</a>	Psychological Interventions 2	135
<a href="#">102151.1</a>	Managing Challenging and Diverse Behaviour	122	<a href="#">102528.1</a>	Psychology Research Thesis	135
<a href="#">101633.2</a>	Managing Cities: History and Theory	122	<a href="#">101184.3</a>	Psychology: Human Behaviour	135
<a href="#">200835.2</a>	Managing in the Global Context	122	<a href="#">102362.2</a>	Psychopathology: Theory and Practice	135
<a href="#">102040.2</a>	Master of Social Science Thesis	122	<a href="#">102574.1</a>	Public Health in Complex Emergencies (Advanced)	136
<a href="#">200280.4</a>	Masters Project	122	<a href="#">102202.1</a>	Religion and Law in Contemporary Public Discourse	136
<a href="#">102255.1</a>	Masters Project	123	<a href="#">102100.1</a>	Research and Professional Practice	136
<a href="#">102401.1</a>	Masters Project in Philosophy	123	<a href="#">800166.1</a>	Research Design 1: Theories of Enquiry	136
<a href="#">102321.1</a>	Mathematics for Contemporary Learners	123	<a href="#">800169.1</a>	Research Design 2: Practices of Research	136
<a href="#">101745.2</a>	Media Project Production	123	<a href="#">102175.1</a>	Research in the Social Sciences	137
<a href="#">101423.3</a>	Media Project Proposal	123	<a href="#">400421.2</a>	Research Methods for Humanities and Social Sciences	137
<a href="#">102521.1</a>	Media Research Project	124	<a href="#">100983.5</a>	Research Methods Seminar	137
<a href="#">100922.2</a>	Medical Interpreting (PG)	124	<a href="#">102545.1</a>	Research Project in Cultural Exchange	137
<a href="#">101743.2</a>	Mobile Media	124	<a href="#">102382.1</a>	Research Project in Philosophy	137
<a href="#">101678.4</a>	Motivation and Emotion	124	<a href="#">102075.3</a>	Researching and Developing Engaging Pedagogies	138
<a href="#">102283.1</a>	Multicultural Nonverbal Communication	124	<a href="#">101962.1</a>	Researching Convergent Media	138
<a href="#">100910.3</a>	Music Therapy Method	125	<a href="#">101656.2</a>	Researching Practice	138
<a href="#">100911.5</a>	Music Therapy Professional Practice	125	<a href="#">102512.1</a>	Researching STEM Education for Future Leadership	138
<a href="#">101445.4</a>	Music Therapy Skills 1	125	<a href="#">102097.1</a>	Researching Teaching & Learning 2	138
<a href="#">101446.5</a>	Music Therapy Skills 2	125	<a href="#">102096.1</a>	Researching Teaching and Learning 1	139
<a href="#">100912.4</a>	Music Therapy Theory and Practice 1	125	<a href="#">102485.1</a>	Science for Contemporary Learners	139
<a href="#">100914.5</a>	Music Therapy Theory and Practice 2	125	<a href="#">101824.3</a>	Second Language Assessment and Testing	139
<a href="#">102181.2</a>	Nation, Power and Difference	126	<a href="#">102087.1</a>	Secondary Curriculum 1A	139
<a href="#">300695.2</a>	Network Technologies	126	<a href="#">102088.1</a>	Secondary Curriculum 1B	140
<a href="#">102514.1</a>	Pedagogies for Languages Teaching	126	<a href="#">102089.1</a>	Secondary Curriculum 1C	140
<a href="#">102082.1</a>	Pedagogy for Positive Learning Environments	126	<a href="#">102090.1</a>	Secondary Curriculum 2A	140
<a href="#">102106.1</a>	People, Place and Pedagogy	127	<a href="#">102091.1</a>	Secondary Curriculum 2B	140
<a href="#">101680.4</a>	Perception	127	<a href="#">102092.1</a>	Secondary Curriculum 2C	141
<a href="#">101679.3</a>	Personality	127	<a href="#">102093.3</a>	Secondary Professional Practice 1	141
<a href="#">102166.1</a>	Person-Centred Practice	127	<a href="#">102510.1</a>	Secondary Professional Practice 1 - STEM	141
<a href="#">102380.1</a>	Philosophical Aesthetics	127	<a href="#">102094.2</a>	Secondary Professional Practice 2	142
<a href="#">101634.2</a>	Planning and Environmental Regulation	127	<a href="#">102513.1</a>	Secondary Professional Practice 2 - STEM	142
<a href="#">101895.1</a>	Political Economy of Development	128	<a href="#">102152.1</a>	Social Ecology	143
<a href="#">102384.1</a>	Political Philosophy	128	<a href="#">301116.1</a>	Social Media Intelligence	143
<a href="#">102393.1</a>	Power and Marginalisation	128	<a href="#">101683.3</a>	Social Psychology	143
<a href="#">102107.1</a>	Practising Pedagogical Leadership	128	<a href="#">102194.2</a>	Social Research in the Digital World	143
			<a href="#">400337.4</a>	Social Research Methods	144

Unit	Description	Page
102391.1	Social Work (Qualifying) Field Education 1	144
102397.1	Social Work (Qualifying) Field Education 2	144
400511.5	Social Work and Social Policy	144
102390.1	Social Work Practice Methods 1	144
102396.1	Social Work Practice Methods 2	144
102295.1	Space, Place and the Field	145
102379.1	Special Topics in Philosophy	145
100917.2	Specialised Translation (PG)	145
102508.1	STEM foundations	145
102511.1	STEM Pedagogies in Practice	145
102292.1	Strategic Communication	145
300977.2	Systems Analysis and Database Management Systems	146
102076.1	Teaching and Learning in Classrooms	146
102155.1	Teaching and Learning with Adults	146
102154.1	Technology Assisting Learning	146
101698.2	TESOL Internship	147
101697.2	TESOL Methodology and Curricula	147
102337.2	TESOL Project	147
102524.1	Text Analysis for Translation (PG)	147
102176.1	Theories of Difference and Diversity	147
102179.1	Theories of the Social	148
400585.2	Theories of the Social	148
102104.2	Theorising Play	148
101420.3	Theory and Practice of Psychological Assessment and Intervention	148
102383.1	Topics in the History of Philosophy	148
101658.1	Transformative Learning	149
102180.2	Translation from Theory and Research to Policy	149
101750.2	Translation Technologies (PG)	149
102198.1	Transnational Crime	149
102077.1	Understanding and Teaching Children	149
102150.1	Universal Design for Learning	149
101314.3	Urban Management Practice: Governance and Power in the City	150
102604.1	Urban Planning Placement Project	150
101637.2	Urban Research Report	150
102199.1	Violence, Culture and Criminal Justice	150
101894.1	Working with Offending Behaviour: Integrating Theory to Practice	150
102500.1	Writing and Form	151
102497.1	Writing and Ideas	151
102498.1	Writing Practice and Tradition	151
102499.1	Writing Process	151
102501.1	Writing, Sounds, Images, Texts	151