

School of Education

Electronic Undergraduate Handbook 2021

Western Sydney University

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Information contained in this electronic handbook is correct at the time of production (November 2021), unless otherwise noted.

CRICOS Provider Code 00917K

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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 School of Education Electronic Undergraduate Handbook

Sessions and dates

There are two main sessions in 2021: 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/2021_academic_year_dateline.

Unit outlines

Brief outlines of the units listed in the course section are provided 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. Details of textbooks, assessment methods, tutorial, group work and practical requirements are in the Learning Guide.

Current information on unit (subject) offerings can be found at: <https://hbook.westernsydney.edu.au/>.

Unit not listed?

If the unit you are looking for is not in the alphabetical units section, consult your course coordinator for details or search the Handbook for updated details on all units offered in the current year at <https://hbook.westernsydney.edu.au/>.

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.

Electives and cross-discipline study

Electives are available in many courses. These may be selected from pools of electives listed under various courses.

Western Sydney University also actively encourages students to take elective units in disciplines other than their major area of study. Students should seek advice from their course coordinator in the first instance.

How to use this electronic book

The first part of this electronic book contains information about current and continuing courses offered by the School of Education and the Graduate Research School. The next part contains details on current and continuing postgraduate specialisations in these courses, and the final part has details of all units within in the courses and specialisations.

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

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 the 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 curriculum offerings can be found at:

<https://hbook.westernsydney.edu.au/>!

Terminology changes

The University has had terminology changes from October 2021, for example:

- Course is now Program
- Unit is now Subject
- Specialisation is now Field of Study

For more information about the new terminology, please refer to https://wsu.service-now.com/staff?id=kb_article&sysparm_article=KB0017552

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SCHOOL OF EDUCATION

Bachelor of Education (Primary)

1876.1

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 2021 or later.

The Bachelor of Education (Primary) is an initial teaching qualification. It prepares graduates for careers in primary school government and non-government settings and other educational fields in Australia. The degree provides deep engagement in primary education through innovative approaches to teaching and learning. It involves students in engaged learning and work integrated learning, through placements in agencies and schools. Professional accreditation by the NSW Education Standards Authority is pending.

Study Mode

Four years full-time or eight years part-time.

Location

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

Accreditation

This course meets the Professional Teaching Standards for Graduate Teachers as required by the NSW Education Standards Authority (NESA).

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

An ATAR (or equivalent) of at least 80 is required, or achievement of the following in HSC: 3 Band 5s, with one in English, or 2 Band 5s in Mathematics and Science subjects and Band 4 in English.

Recommended studies: HSC English Standard, HSC Mathematics or equivalent.

Applicants who accept their offer will need to satisfactorily complete the online non-academic capabilities interview (QuEST).

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 of Western Sydney via the the Western Sydney University International office.

International students applying to Western Sydney University through Western Sydney University International can find details of minimum English proficiency requirements and acceptable proof on the Western Sydney University 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 the Professional Experience units, students must:

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

Course Completion Prerequisites

Satisfactorily complete the National Literacy and Numeracy TEST for Initial Teacher Education Students prior to enrolment in the final Professional Experience unit as required by NESA (NSW Education Standards Authority).

Course Structure

Qualification for this award requires the successful completion of 320 credit points which includes the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

Autumn semester

102629.1	Sociology for Educators
102794.1	Literacy and Numeracy for Educators
102209.1	Scientific Discovery and Invention
102795.1	Exploring Patterns and Relationships in Mathematics

Spring semester

102821.1	Scientist, Artist, Teacher
102636.1	Educational Psychology
102796.1	Teachers as Change Makers

And one elective

Students may exit at this point and graduate with a Diploma in Education (Primary) on successful completion of 80 credit points of Year 1 units.

Year 2

Autumn semester

- 102646.1** Language and Literacy in the Early Years
102641.1 Numeracy and Mathematics in the Early Years
102637.1 Being a Teacher
102639.1 Primary Professional Experience 1: Working in Classrooms

Spring semester

- 102820.1** History, Geography, Civics and Citizenship in the Primary Years
102645.1 Engaging with Children, Families, Colleagues and Communities
102643.1 Pedagogy and Praxis for Aboriginal and Torres Strait Islander Education
102644.1 Science and Technology in the Primary Years

Students may exit at this point and graduate with the Associate Degree in Education (Primary) on successful completion of 80 credit points of Year 1 units plus 80 credit points from Year 2 units, for a total of 160 credit points.

Year 3

Autumn semester

- 102649.1** Numeracy and Mathematics in Years 3-6
102650.1 Language and Literacy in Years 3-6
102819.1 Engaging Pedagogies
102648.1 Primary Professional Experience 2: Working with Assessment Data for Instruction

Spring semester

- 102647.1** Creative Arts in the Primary Years
102652.1 Health and Physical Education in the Primary Years
102797.1 STEM Principles and Practices in the Primary Years

And one elective

Year 4

Autumn semester

- 102799.1** Teaching EAL/D Students in the Primary Years
102798.1 Reading Children's Literature and Digital Texts
102654.1 Inclusive Practices in the Primary Years
102656.1 Primary Professional Experience 3: Engaging with Diverse Students and Communities

Spring semester

- 102657.1** Researching Professional Practice
102659.1 Primary Professional Experience 4: Transition into the Profession

And two electives

Recommended Electives

May be selected from the following areas:

- Inclusive Education
- Sustainability
- Science

Associate Degree in Education (Primary) (exit Only)

1877.1

The Associate Degree in Education (Primary) is an exit point on completion of 160 credit point of study selected from the 1876 Bachelor of Education (Primary) units as indicated in the course structure below.

Study Mode

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

Location

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

Admission

This is an exit point only from Course 1876 Bachelor of Education (Primary).

Course Structure

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

Year 1

Autumn session

- 102629.1** Sociology for Educators
102794.1 Literacy and Numeracy for Educators
102209.1 Scientific Discovery and Invention
102795.1 Exploring Patterns and Relationships in Mathematics

Spring session

- 102821.1** Scientist, Artist, Teacher
102636.1 Educational Psychology
102796.1 Teachers as Change Makers

And one elective

Year 2

Autumn session

- 102646.1** Language and Literacy in the Early Years
102641.1 Numeracy and Mathematics in the Early Years
102637.1 Being a Teacher

102639.1 Primary Professional Experience 1: Working in Classrooms

Spring session

102820.1 History, Geography, Civics and Citizenship in the Primary Years
102645.1 Engaging with Children, Families, Colleagues and Communities
102643.1 Pedagogy and Praxis for Aboriginal and Torres Strait Islander Education
102644.1 Science and Technology in the Primary Years

Diploma in Education (Primary) (Exit Only)

1878.1

The Diploma in Education (Primary) is an exit point on completion of 80 credit points of study selected from 1876 Bachelor of Education (Primary) units as indicated in the course structure 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

Admission

This is an exit point only from Course 1876 Bachelor of Education (Primary).

Course Structure

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

Year 1

Autumn session

102629.1 Sociology for Educators
102794.1 Literacy and Numeracy for Educators
102209.1 Scientific Discovery and Invention
102795.1 Exploring Patterns and Relationships in Mathematics

Spring session

102821.1 Scientist, Artist, Teacher
102636.1 Educational Psychology
102796.1 Teachers as Change Makers

And one elective

Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

1717.1

This version of the course is available to new and continuing students. 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 the course was 2015 to 2017.

The Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education is a four year undergraduate course that gives students the skills and knowledge to teach effectively across the full curriculum range from Kindergarten to Year 6. Students will extend their literacy and numeracy skills, as well as develop both curriculum and cultural knowledge and understandings to form a firm foundation for teaching in primary schools. Graduates meet the NSW Education Standards Authority Professional Teaching Standards for a Graduate Teacher. There are two early exit points, the Diploma in Educational Studies (Primary) Aboriginal and Torres Strait Islander Education and Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) for students not seeking a professional teaching qualification.

Study Mode

Four years full-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

Accreditation

The Bachelor of Education (Primary) qualifies graduates to teach Kindergarten to Year 6 (K-6) in government and non-government primary schools in Australia, and most other countries. 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

Prospective Aboriginal and Torres Strait Islander students have direct admission into the course via the Aboriginal and Torres Strait Islander Pathway Program. The Program includes assessment of literacy and numeracy skills and an interview for the non-academic capabilities assessment.

Special Requirements Prerequisites

Prior to enrolling, students in units 102117 Professional Experience 1: Introduction to Classrooms, 102128 Professional Experience 2: School-based Learning, 102137 Professional Experience 3: Engaging with the Profession, 102141 Professional Experience 4: Teaching in Country must:

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

102125.2

Creative Arts

102126.1

Educational Psychology for Teaching Children

102127.1

Connecting Schools and Communities

Course Completion Prerequisites

Prior to graduating and prior to enrolment in unit 102141 Professional Experience 4: Teaching in Country, students must:

- Satisfactorily complete the National Literacy and Numeracy TEST.

Course Structure

Qualification for this award requires the successful completion of 320 credit points including the units listed in the recommended sequence below.

Early exit point: Students can exit with the 1718 Diploma in Educational Studies (Primary) Aboriginal and Torres Strait Islander Education on completion of 80 credit points of study from the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education units.

National Literacy and Numeracy TEST

Students who do not sit or meet the standard of the National Literacy and Numeracy TEST will be eligible to graduate with the Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) on completion of the first three years of the recommended sequence below.

Recommended Sequence

Full-time

Year 1

1H session

- 102112.1** Literacy Skills for Teacher Education
102113.1 Numeracy for Teaching
102114.1 Identity and Voice in Multimodal Texts
102115.1 Curriculum and Aboriginal Perspectives

2H session

- 102116.1** Learning, Teaching and Technologies
102117.3 Professional Experience 1: Introduction to Classrooms
102122.2 History, Geography, Civics and Citizenship
102119.1 Early Primary Mathematics

Students may exit with a Diploma in Educational Studies (Primary) - Aboriginal and Torres Strait Islander Education at this point.

Year 2

1H session

- 102120.1** Cultural Diversity, Society and Learning
102121.1 Contemporary Issues in Aboriginal Education
102118.1 Language and Literacy 1
102123.2 Science and Technology

2H session

- 102124.2** Health and Physical Education

Year 3

1H session

- 102128.2** Professional Experience 2: School-based Learning
102129.1 Wellbeing and Promoting Positive Learning Environments
102130.1 Inclusive Education Practices
102131.1 Teaching English as an Additional Language in Primary Schools

2H session

- 102132.1** Learning Futures and Curriculum Integration
102133.2 Indigenous Landscapes and Sustainability
102134.1 Language and Literacy 2
102135.2 Developing Primary Mathematics

National Literacy and Numeracy TEST

Note: Students who do not sit or meet the standard of the National National Literacy and Numeracy TEST can exit at this point with a Bachelor of Education Studies (Aboriginal and Torres Strait Islander Education).

Year 4

1H session

- 102136.2** Understanding and Teaching in Context
102137.1 Professional Experience 3: Engaging with the Profession
102138.1 Classroom Inquiry and improving professional practice
102139.1 Community Responsive Pedagogies and Leadership

2H session

- 102141.8** Professional Experience 4: Teaching in Country
102137.1 Professional Experience 3: Engaging with the Profession
102140.1 Engaging in the Profession

Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) (exit only)

1861.1

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 Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) is an exit point on completion of 240 credit points of study from the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander

Education). This course provides an exit point for students who do not meet the National Literacy and Numeracy TEST requirement.

Study Mode

Three years full-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

Admission

Students may exit with the Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) if they are enrolled in the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education).

Course Structure

Qualification for this award requires the successful completion of 240 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

1H session

102112.1	Literacy Skills for Teacher Education
102113.1	Numeracy for Teaching
102114.1	Identity and Voice in Multimodal Texts
102115.1	Curriculum and Aboriginal Perspectives

2H session

102116.1	Learning, Teaching and Technologies
102117.3	Professional Experience 1: Introduction to Classrooms
102122.2	History, Geography, Civics and Citizenship
102119.1	Early Primary Mathematics

Year 2

1H session

102120.1	Cultural Diversity, Society and Learning
102121.1	Contemporary Issues in Aboriginal Education
102118.1	Language and Literacy 1
102123.2	Science and Technology

2H session

102124.2	Health and Physical Education
102125.2	Creative Arts
102126.1	Educational Psychology for Teaching Children
102127.1	Connecting Schools and Communities

Year 3

1H session

102128.2	Professional Experience 2: School-based Learning
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102129.1	Wellbeing and Promoting Positive Learning Environments
102130.1	Inclusive Education Practices
102131.1	Teaching English as an Additional Language in Primary Schools

2H session

102132.1	Learning Futures and Curriculum Integration
102133.2	Indigenous Landscapes and Sustainability
102134.1	Language and Literacy 2
102135.2	Developing Primary Mathematics

Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

1717.3

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 the course was 2020 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 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education is a four year undergraduate course that gives students the skills and knowledge to teach effectively across the full curriculum range from Kindergarten to Year 6. This course is only available to Australian Aboriginal and/or Torres Strait Islander applicants. Students will extend their literacy and numeracy skills, as well as develop both curriculum and cultural knowledge and understandings to form a firm foundation for teaching in primary schools. Professional accreditation by the NSW Education Standards Authority is pending. There are 2 early exit points, the Diploma in Educational Studies (Primary) Aboriginal and Torres Strait Islander Education and Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) for students not seeking a professional teaching qualification.

Study Mode

Four years full-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

Advanced Standing

Advanced standing may apply to eligible prospective students, and this will be assessed on a case by case basis.

Accreditation

The Bachelor of Education (Primary) qualifies graduates to teach Kindergarten to Year 6 (K-6) in government and non-government primary schools in Australia, and most other countries. The course 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. Details of the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education Inherent Requirements are available on the Inherent Requirements for Education and Teaching website.

Admission

This course is available only to Australian Aboriginal and/or Torres Strait Islander applicants.

Prospective Aboriginal and Torres Strait Islander students have direct admission into the course via the Aboriginal and Torres Strait Islander Pathway Program. The Program includes assessment of literacy and numeracy skills and an interview for the non-academic capabilities assessment. Students will be required to demonstrate Confirmation of Aboriginality.

Students not entering via the Equity pathway are required to demonstrate

- Confirmation of Aboriginality
- An ATAR of 78 or greater
- Completion of an English unit and/or mathematics unit in the NSW Higher School Certificate at band 5, Or
- Passed The College Foundation Studies Academic English unit and two other units at Credit grade level or higher.

Individual assessments of students wishing to make entry via course transfer

- Confirmation of Aboriginality
- has successfully undertaken a number of units previously at a university which have been assessed as having parity to units elsewhere in the course with a GPA of 5.0 or above.

Existing entry pathways

For more information visit the Aboriginal and Torres Strait Islander support page

Apply via the UAC website

Special Requirements Prerequisites

Prior to enrolling, students in units 102117 Professional Experience 1: Introduction to Classrooms, 102128 Professional Experience 2: School-based Learning, 102750 Professional Experience 3, 102141 Professional Experience 4: Teaching in Country must:

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

QuEST - NON-ACADEMIC CAPABILITIES SELECTION

From 2018 students with an offer to enrol in an accredited initial teacher education course are required to complete an online interview to assess your capabilities, in other words, your talents and personal attributes that are relevant to the

teaching profession. Western Sydney University refer to this compulsory assessment as QuEST about which you will receive an email prior to the start of the teaching session.

Refer to the Australian Institute for Teaching and Leadership (AITSL) website for more information and the Selection Guidelines: Factsheet.

Course Completion Prerequisites

Prior to graduating and prior to enrolment in unit 102141 Professional Experience 4: Teaching in Country, students must:

- Satisfactorily complete the National Literacy and Numeracy TEST.

Course Structure

Qualification for this award requires the successful completion of 320 credit points including the units listed in the recommended sequence below.

Early exit point: Students can exit with the 1718 Diploma in Educational Studies (Primary) Aboriginal and Torres Strait Islander Education on completion of 80 credit points of study from the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education units.

National Literacy and Numeracy TEST

Students who do not sit or meet the standard of the National Literacy and Numeracy TEST will be eligible to graduate with the Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) on completion of the first three years of the recommended sequence below.

Recommended Sequence

Full-time

Year 1

1H session

102112.1	Literacy Skills for Teacher Education
102113.1	Numeracy for Teaching
102115.1	Curriculum and Aboriginal Perspectives
102118.1	Language and Literacy 1

2H session

102114.1	Identity and Voice in Multimodal Texts
102117.3	Professional Experience 1: Introduction to Classrooms
102122.2	History, Geography, Civics and Citizenship
102126.1	Educational Psychology for Teaching Children

Students may exit with a Diploma in Educational Studies (Primary) - Aboriginal and Torres Strait Islander Education at this point.

Year 2

1H session

102119.1	Early Primary Mathematics
102120.1	Cultural Diversity, Society and Learning
102121.1	Contemporary Issues in Aboriginal Education

102129.1 Wellbeing and Promoting Positive Learning Environments

2H session

102124.2 Health and Physical Education
102128.2 Professional Experience 2: School-based Learning
102123.2 Science and Technology
102130.1 Inclusive Education Practices

Year 3

1H session

102125.2 Creative Arts
102134.1 Language and Literacy 2
102135.2 Developing Primary Mathematics
102747.1 Developing Aboriginal Languages K-6

2H session

102133.2 Indigenous Landscapes and Sustainability
102754.1 Data and Assessment in the Primary classroom
102750.2 Professional Experience 3
102136.2 Understanding and Teaching in Context

National Literacy and Numeracy TEST

Note: Students who do not sit or meet the standard of the National Literacy and Numeracy TEST can exit at this point with a Bachelor of Education Studies (Aboriginal and Torres Strait Islander Education).

Year 4

1H session

102751.1 Mathematics 1: Geometry, Number and Algebra Years K-6
102752.1 Health and Physical Education 2
102139.1 Community Responsive Pedagogies and Leadership
102749.1 Teaching K-6: Pedagogies, Priorities and Capabilities

2H session

102753.1 Science and Technology 2
102851.1 Creative Arts 2
102755.2 Engaging in the Profession
102141.8 Professional Experience 4: Teaching in Country

Replaced units

The units listed below count towards completion of this course for students who passed these units in 2020 or earlier.

102748 - Creative Arts 2

Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) (exit only)

1861.2

The Bachelor of Educational Studies (Aboriginal and Torres Strait Islander Education) is an exit point on completion of 240 credit points of study from the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education) units as indicated in the course structure below. This course provides an exit point for students who do not meet the National Literacy and Numeracy TEST requirement.

Study Mode

Three years full-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

Admission

This is an exit point only from Course 1717 Bachelor of Education (Primary) (Aboriginal and Torres Strait Islander Education).

Course Structure

Qualification for this award requires the successful completion of 240 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

1H session

102112.1 Literacy Skills for Teacher Education
102113.1 Numeracy for Teaching
102115.1 Curriculum and Aboriginal Perspectives
102118.1 Language and Literacy 1

2H session

102114.1 Identity and Voice in Multimodal Texts
102117.3 Professional Experience 1: Introduction to Classrooms
102122.2 History, Geography, Civics and Citizenship
102126.1 Educational Psychology for Teaching Children

Year 2

1H session

102119.1 Early Primary Mathematics
102120.1 Cultural Diversity, Society and Learning
102121.1 Contemporary Issues in Aboriginal Education
102129.1 Wellbeing and Promoting Positive Learning Environments

2H session

102124.2	Health and Physical Education
102128.2	Professional Experience 2: School-based Learning
102123.2	Science and Technology
102130.1	Inclusive Education Practices

Year 3**1H session**

102125.2	Creative Arts
102134.1	Language and Literacy 2
102135.2	Developing Primary Mathematics
102747.1	Developing Aboriginal Languages K-6

2H session

102133.2	Indigenous Landscapes and Sustainability
102754.1	Data and Assessment in the Primary classroom
102750.2	Professional Experience 3
102136.2	Understanding and Teaching in Context

Diploma in Educational Studies (Primary) Aboriginal and Torres Strait Islander Education (exit only)

1718.3

The Diploma in Educational Studies (Primary) Aboriginal and Torres Strait Islander Education is an exit point on completion of 80 credit points of study selected from the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education units as indicated in the course structure below.

Study Mode

One year full-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

Admission

This is an exit point only from 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

Course Structure

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

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

102112.1	Literacy Skills for Teacher Education
102113.1	Numeracy for Teaching
102115.1	Curriculum and Aboriginal Perspectives
102118.1	Language and Literacy 1

2H session

102114.1	Identity and Voice in Multimodal Texts
102117.3	Professional Experience 1: Introduction to Classrooms
102122.2	History, Geography, Civics and Citizenship
102126.1	Educational Psychology for Teaching Children

Undergraduate Certificate in Early Childhood Studies

7181.1

This course provides students with foundational knowledge in childhood developmental theory, psychology, and diversity, and mathematical principles required for educators. The course is designed as an entry qualification into the field of Early Childhood that will provide students with broad knowledge that they can apply to a professional context.

This course provides a pathway for students into a Diploma of Arts Extended (Pathway to Teaching Birth-5 Birth-12) at Western Sydney University, The College and with 40 credit points advanced standing.

Study Mode

Six months full-time

Location

Campus	Attendance	Mode
Online	Full Time	Multi Modal

Admission

This short course is available to Australian Citizens and Permanent Residents who are aged 17 years or over.

For more information on applying please see the link to The College admission pages below.

Course Structure

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

500071.1	The Developing Child (Block)
500072.1	Mathematical Patterns and Relationships (Block)
500073.1	Contemporary Childhoods (Block)
500074.1	Diversity, Language and Culture (Block)

GRADUATE RESEARCH SCHOOL

Bachelor of Applied Leadership and Critical Thinking

3725.1

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 was 2015 or later.

The Bachelor of Applied Leadership and Critical Thinking (BALCT) is not a stand-alone degree, but is designed to be undertaken in combination with any Western Sydney bachelor degree. It focuses on ethical leadership, creativity, entrepreneurship and innovation, capacity to deal with complexities, relationship and critical thinking skills. The Academy's three pillars of academic rigour, professional and personal development and community engagement provide the perfect base upon which to offer this innovative degree. These characteristics and aptitudes are what the employer of tomorrow will be seeking in a graduate. Students enrolled in this degree will think from multiple perspectives, see and create opportunities, and bring creative, cooperative, empathetic and ethical leadership to his or her future role in the workplace – even if that role is, as yet, unimagined.

Study Mode

Three years full-time or the equivalent part-time. Note: This includes two years equivalent Advanced Standing for prior undergraduate degree.

Location

Campus	Attendance	Mode
Parramatta Campus - Victoria Road	Full Time	Multi Modal
Parramatta Campus - Victoria Road	Part Time	Multi Modal

Advanced Standing

Advanced Standing will be granted for a maximum of 160 credit points. At least 80 credit points must be completed while enrolled in the Bachelor of Applied Leadership and Critical Thinking.

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

Assumed knowledge: two units of HSC English.

This course is made available to high-achieving students only. To be eligible for admission to the BALCT, a student must attain a minimum ATAR of 85, or the minimum ATAR for their primary undergraduate degree, whichever is the higher.

Students must also maintain a grade point average of 5 or above throughout the duration of their study.

Current Western Sydney University students wishing to enrol must have a minimum GPA for 5 or above.

Non-school leavers must have completed an undergraduate degree with a minimum GPA of 5.

For current Western Sydney University students wishing to enrol please complete the Concurrent Degree Form. Link below:

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.

Special Requirements

Students must have completed all requirements for another bachelor degree in order to graduate with the Bachelor of Applied Leadership and Critical Thinking.

Course Structure

The Bachelor of Applied Leadership and Critical Thinking (BALCT) is not a stand-alone degree, but is designed to be undertaken in combination with any Western Sydney bachelor degree.

Qualification for this award requires the successful completion of 240 credit points which include the units listed in the recommended sequence below and 160 credit points of Advanced Standing.

Recommended Sequence

Standard Pathway

Year 1

1H session

200855.3	Leadership in a Complex World
301071.3	Introduction to Critical Thinking
301069.3	Research Stories
102211.3	Creativity, Innovation and Design Thinking

2H Session

301072.4	Innovation Lab
102212.3	Internship and Community Engagement
102250.3	Ethical Leadership
301070.3	Logic, Rhetoric and Argumentation

Four Year Accelerated Pathway for Concurrent Enrolment in a Four Year Degree

Year 1

Summer session

200855.3	Leadership in a Complex World
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Year 2**Summer session**

102211.3 Creativity, Innovation and Design Thinking
301071.3 Introduction to Critical Thinking

Year 3**Summer session**

102250.3 Ethical Leadership
301069.3 Research Stories

Year 4**Summer session**

301070.3 Logic, Rhetoric and Argumentation
102212.3 Internship and Community Engagement
301072.4 Innovation Lab

Five Year Accelerated Pathway for Concurrent Enrolment in a Five Year Degree

Year 1**Summer session**

200855.3 Leadership in a Complex World

Year 2**Summer session**

102211.3 Creativity, Innovation and Design Thinking
301071.3 Introduction to Critical Thinking

Year 3**Summer session**

102250.3 Ethical Leadership
301069.3 Research Stories

Year 4**Summer session**

301070.3 Logic, Rhetoric and Argumentation

Year 5**Summer session**

102212.3 Internship and Community Engagement
301072.4 Innovation Lab

Bachelor of Research Studies

8083.2

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.

The Master of Research is an internationally recognised qualification which will allow students to be globally mobile in advancing their research education, employment opportunities and pathways to further study. It is designed to increase students' preparedness for PhD studies and ultimately for research-orientated careers.

The first year is comprised of advanced Bachelor level studies exposing students to comprehensive research methodology and advanced disciplinary coursework. Students will develop a research proposal, improve their academic literacy skills and engage with issues associated with research ethics and integrity. In the second year students will undertake a supervised year of higher degree research and produce a Masters thesis. The second year also includes a series of workshops and seminars designed to enhance students' research and professional capabilities.

For domestic students, this program attracts Australian Government funding, packaged as a Bachelor of Research Studies/Master of Research to meet regulations.

In Year 1, domestic students are enrolled in the Bachelor of Research Studies as a Commonwealth supported student and are liable for student contribution amounts which can be deferred through the HECS-HELP scheme if they are eligible. In Year 2, domestic students are enrolled in the Master of Research.

Further information about the Master of Research can be found on the Future Students Research Studies pages.

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

Admission

Admission is determined by the following criteria being met

- A Bachelor's degree or a Master's degree;
- Achievement of a threshold Admission Average Mark (AAM) equal to or above the minimum of 65;
- Applicants who do not meet the AAM equal to or above the minimum of 65 will be considered in exceptional circumstances, and applicants whose most recent qualification is 5+ years old shall provide additional evidence of relevant work experience or professional training, or evidence of seniority and standing in an area of endeavor and provide written support from the potential supervisor. Examples of evidence may include; work as a research assistant or laboratory technician, the writing of policy, consultancy involving the writing of reports, production of creative output, and publication of peer reviewed journal articles. Applications will be reviewed and approved by the relevant HDR Director and the Dean of the GRS;

- A statement that outlines a tentative research area.

Additionally for International students an English proficiency requirement of IELTS 6.5 overall (minimum 6.0 in each band) or equivalent.

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.

Course Structure

Year 1 of this course will also be studied by International students enrolled in 8084 Master of Research (High Cost) and 8085 Master of Research (Low Cost).

After completion of Year 1, domestic students will be transferred to either 8084 Master of Research (High Cost) or 8085 Master of Research (Low Cost), depending on their research discipline area.

Qualification for the award of Master of Research requires the successful completion of 160 credit points. All students will complete 80 credit points of coursework units and 80 credit points of higher degree by research.

All students must enrol in and complete the 30 credit points of prescribed Core units.

Core units

- 800218.2** Researcher Development 1: Reading, Writing, and the Business of Research
- 800219.2** Writing Beyond the Academy: Knowledge Translation and Public Audience Communication
- 800220.3** Researcher Development 2: Proposing and Justifying Research

Equivalent Core Units

The core units listed below count towards completion of this course for students who passed these units in 2019 or earlier.

- 800166 - Research Design 1: Theories of Enquiry
- 800167 - Research Literacies
- 800169 - Research Design 2: Practices of Research

Students must also complete

- 50 credit points of specialisation cluster units. Students will choose 40 credit points of discipline-specific units from within their cluster and are encouraged to choose 10 credit points from an alternate cluster, however this is not mandatory. Students are required to complete 50 credit points of cluster units in total. The three cluster discipline areas are Humanities, Arts and Social Sciences (HASS), Science, Technology, Engineering and Mathematics (STEM), and Health and Medicine, as shown below.

- 80 credit points of higher degree research.

Students may exit with the Bachelor of Research Studies (exit only) after Year 1 and the successful completion of 80 credit points, with advanced standing of 160 credit points from their previous undergraduate qualification being granted.

Humanities, Arts and Social Sciences (HASS) Cluster

Please note: units will be offered subject to demand and availability

Graduate Research School

- 800228.1** Research Internship and Engagement

School of Humanities and Communication Arts

Research Methods based Units

- 102426.1** Digital Humanities Research Methods (PG)

Disciplinary Content Units

- 102582.1** Philosophy of History and Politics
- 102584.1** The Image of Thought: Art, Film and Philosophy
- 102601.1** Understanding Race
- 102602.1** Gender and Genre

Hybrid - Disciplinary Content and Research Methods

- 102661.1** How to Write History
- 102662.1** New Genres in Research Writing
- 102412.1** Global Digital Futures
- 102298.1** The Cutting Edge: Advanced Studies in Humanities and Communication Arts
- 102339.3** Environmental Humanities
- 102340.1** Engaging Discursive Fields
- 102342.1** In the Realms of the Sensory: Ecologies of Word, Sound and Image
- 102341.1** Debates in Global History
- 102581.1** Literary Theory
- 102583.1** History of Ideas
- 102585.1** What is Islam?

Creative Writing

Disciplinary Content Units

- 102499.1** Writing Process
- 102500.2** Writing and Form

Hybrid - Disciplinary Content and Research Methods

- 102497.2** Writing and Ideas
- 102498.2** Writing Practice and Tradition
- 102501.2** Writing, Sounds, Images, Texts

Convergent Media

Hybrid - Disciplinary Content and Research Methods

- 101962.1** Researching Convergent Media

Continental Philosophy

Disciplinary Content Units

- 102381.1** Ethics
- 102384.1** Political Philosophy
- 102616.1** Philosophy and Literature

Hybrid - Disciplinary Content and Research Methods

- 102380.1** Philosophical Aesthetics
- 102383.1** Topics in the History of Philosophy
- 102379.1** Special Topics in Philosophy
- 102615.1** Theoretical Philosophy
- 102618.1** Practical Philosophy
- 102619.1** Philosophy of Nature
- 102620.1** Philosophy, History and Interpretation

Creative Arts**Disciplinary Content Units**

- 102376.1** Creativity: Theory and Practice

Hybrid - Disciplinary Content and Research Methods

- 102375.1** Research Methods in the Creative Arts
- 102728.1** Research into Practice: bridging the clinician-researcher divide in applied and creative therapies

Linguistics and TESOL**Research Methods based Units**

- 101854.1** Language and Linguistics Research Methods
- 102621.2** Formal and Functional Grammar

Hybrid - Disciplinary Content and Research Methods

- 101825.3** English Linguistics for TESOL
- 102325.1** Advanced Academic English Skills
- 100919.3** Investigating Second Language Acquisition
- 102525.1** Bilingualism and Education

Social Sciences and Psychology**Research Methods based Units**

- 102253.2** Digital Social Research in Action

Hybrid - Disciplinary Content and Research Methods

- 102180.3** Translation from Theory and Research to Policy
- 102176.2** Theories of Difference and Diversity
- 102194.3** Social Research in the Digital World
- 102853.1** Cool Green Cities

Urban Studies**Hybrid - Disciplinary Content and Research Methods**

- 101633.3** Managing Cities: History and Theory
- 102069.2** Heritage and Planning
- 101315.4** Financing Cities in the Global Economy
- 101634.5** Planning and Environmental Regulation

Development, Security and Sustainability**Hybrid - Disciplinary Content and Research Methods**

- 101895.2** Political Economy of Development
- 101896.2** Development and Security
- 101636.3** Developing Sustainable Places

- 102577.2** Humanitarian and Development Agendas and Progress

Criminology**Hybrid - Disciplinary Content and Research Methods**

- 102198.2** Transnational Crime
- 102200.2** Global Criminology and Human Rights
- 102199.2** Violence, Culture and Criminal Justice

Religion and Society**Hybrid - Disciplinary Content and Research Methods**

- 102201.2** Contemporary Theories of Religion and Society
- 102202.2** Religion and Law in Contemporary Public Discourse

Humanitarian and Development Studies**Hybrid - Disciplinary Content and Research Methods**

- 101896.2** Development and Security
- 102576.2** Global Health, Migration and Development
- 102577.2** Humanitarian and Development Agendas and Progress
- 102574.2** Public Health in Complex Emergencies (Advanced)
- 102575.2** Emergency and Disaster Management

Institute for Culture and Society**Hybrid - Disciplinary Content and Research Methods**

- 800216.1** Researching Post-Capitalist Possibilities (PhD Summer School)
- 102295.2** Space, Place and the Field
- 800196.1** Rethinking Culture and Society

School of Education**Research Methods/Disciplinary Content**

- 102152.3** Social Ecology
- 102160.1** Education Policy, Practice and Global Knowledge Co-construction
- 102166.1** Person-Centred Practice
- 102158.2** Learning and Teaching in Challenging Contexts
- 102159.2** Designing Curriculum Futures
- 102165.1** At the cultural interface - learning two ways
- 101658.1** Transformative Learning
- 100701.1** Leadership, Mentoring and Professional Growth
- 102148.1** Engaging Communities
- 102156.1** Disability in Context
- 102509.2** Computational Thinking across the STEM Curriculum
- 102161.2** Leading Change

Hybrid - Disciplinary Content and Research Methods

- 102168.1** Principles and Practices of Evaluation

School of Business

Business students are required to undertake 30 credit points of research methods electives

Research Methods based Units

200897.2	Advanced Analysis and Interpretation
200898.3	Seminal Papers in Business
200896.3	Business Analysis Seminars

Business students may then select up to 20 credit points of cluster elective units

Disciplinary Content Units

200848.4	Governance, Ethics and Social Entrepreneurship
200828.1	Diversity, Labour Markets and Workforce Planning
200845.2	Innovation Through Digital Technology
200719.2	Industrial Relations and Workplace Change
51211.3	International Finance
200852.3	Innovation, Creativity and Foresight
200849.2	New Venture Finance
200894.1	Property Development
200722.2	Strategic Employment Relations
200401.4	Accounting Theory and Applications

Hybrid - Disciplinary Content and Research Methods

51054.4	Financial Modelling
51212.4	Security Analysis and Portfolio Theory
200329.5	Supply Chain Management

School of Law

200957.3	Bioethics in Perspective
200907.4	International Environmental Law and Policy
200948.1	International Banking and Finance Law
200949.1	International Climate Change Law
200980.1	Security of Ideas
200953.1	Human Rights in Practice and Theory
200951.1	International Law of Ocean Governance
200961.2	International Human Rights Law
200962.2	International Criminal Law and Justice
200963.2	International Space Law - Commercial Aspects
200964.1	Principles of International Law

Science, Technology, Engineering & Mathematics (STEM) Cluster

Please note: units will be offered subject to demand and availability

School of Computer, Data and Mathematical Sciences**Research Methods/Disciplinary Content - Computing**

301363.1	Advanced Cloud Computing
301196.2	Advanced Topics in Artificial Intelligence
300694.4	Advanced Topics in ICT
300252.4	Advanced Topics in Networking
301042.2	Cloud Computing
301175.2	Internet of Things
300599.5	Advanced Robotics
301038.3	Programming Proficiency
301312.1	Applied Machine Learning

Research Methods/Disciplinary Content - Data Science

301044.2	Data Science
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Research Methods/Disciplinary Content - Mathematics

301177.2	Mathematical Proof and Reasoning
301106.2	Mathematical Investigations
301176.2	Advanced Mathematical Investigations

Research Methods based Units

301387.1	Research Preparation in Post Graduate Studies
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Hybrid - Disciplinary Content and Research Methods

301236.2	Advanced Topics in Cybersecurity
301365.1	Probabilistic Graphical Models

School of Engineering, Design and Built Environment**Disciplinary Content Units**

301002.3	Specialised Software Applications
301003.3	Sustainable Systems
300197.5	Power System Planning and Economics
301024.3	Advanced Numerical Methods in Engineering
300594.6	Advanced Structural Analysis
300595.5	Advanced Water Engineering
300604.5	Advanced Geotechnical Engineering
300939.4	Sustainability and Risk Engineering (PG)
301008.3	Advanced Composite Structures
301009.3	Advanced Timber Structures
301010.3	Advanced Applied Mechanics
301011.4	Advanced Highway Infrastructure
301012.3	Water Resources Systems Analysis
300515.6	Instrumentation and Measurement (PG)
301013.3	Advanced Statistical Hydrology
301015.3	Deep Foundations
301012.3	Water Resources Systems Analysis
300939.4	Sustainability and Risk Engineering (PG)
301018.3	Mechanical System Design
301017.3	Advanced Waste Management
300599.5	Advanced Robotics
301019.3	Advanced Dynamic Systems
300600.5	Mechatronic System Design
301020.3	Advanced Mobile Robotics
301021.3	Advanced Thermal and Fluid Engineering
301022.3	Advanced Computer Aided Engineering
301023.3	Advanced Computational Fluid Dynamics
301024.3	Advanced Numerical Methods in Engineering
300196.5	Personal Communication Systems
300197.5	Power System Planning and Economics
301025.3	Advanced Power Quality
301026.3	Advanced Smart Grids and Distributed Generation
300515.6	Instrumentation and Measurement (PG)
300601.5	Advanced Electrical Machines and Drives
300596.5	Advanced Signal Processing
300603.5	Advanced Control Systems
301019.3	Advanced Dynamic Systems
300173.5	Advanced Data Networks

School of Science**Hybrid - Disciplinary Content and Research Methods**

- 401266.2** Experimental Design and Analysis PG A
401267.2 Experimental Design and Analysis PG B
401203.2 Applications of Magnetic Resonance from Cancer to Neuroanatomy
301247.3 A Cosmic Perspective
301248.3 Space Instrumentation, Technology and Communication
301249.2 Space Science, Planetary Science and Meteorology

The MARCS Institute for Brain, Behaviour and Development**Hybrid - Disciplinary Content and Research Methods**

- 800192.1** Neuroscience Methods
800173.1 Cognitive Science: Research and Application
800171.1 Learning and Processing Human Language

Hawkesbury Institute for the Environment**Research Methods based Units**

- 800186.1** Emerging Technologies for Biological Science

Hybrid - Disciplinary Content and Research Methods

- 800170.1** Ecosystems in a Changing World
800195.2 Researching our Changing Environment

Health and Medicine Cluster

Please note: units will be offered subject to demand and availability

School of Nursing and Midwifery**Nursing and Midwifery****Research Methods based Units**

- 401168.1** Evidence Based Health Care
401085.2 Scholarship for Practice Change in Health Care
401086.1 Writing for Publication

Disciplinary Content Units

- 400220.2** Contemporary Professional Practice in Mental Health Nursing
400238.3 Policy, Power and Politics in Health Care Provision
400777.5 Leadership for Quality and Safety in Health Care
400774.2 Perspectives on Nursing
400210.2 Health Promotion and the Nurse

School of Health Sciences**Research Methods based Units**

- 401077.2** Introduction to Biostatistics

Disciplinary Content Units

- 401414.1** Advanced Sport and Exercise Science

Hybrid - Disciplinary Content and Research Methods

- 401076.2** Introduction to Epidemiology

School of Medicine**Research Methods based Units**

- 401075.2** Major Incident Management

Disciplinary Content Units

- 401175.1** Analytic Approaches in Epidemiology
401174.1 Epidemiology of Non-Communicable Diseases
401173.2 Introduction to Clinical Epidemiology
401179.2 Data Management and Programming for Epidemiology

Hybrid - Disciplinary Content and Research Methods

- 401176.1** Statistical Methods in Epidemiology
401178.1 Controversies in Epidemiology

Translational Health Research Institute (THRI)**Research Methods**

- 800215.1** Applied research with marginalised populations and sensitive health topics

NICM Health Research Institute

- 800225.1** Clinical Research in Health Science

Specialisation Units

The specialisation units listed below count towards completion of this course for students who passed these units in 2021 or earlier.

- 401291 - Advanced Sport and Exercise Science
 301016 - Advanced Water and Wastewater Treatment
 102220 - Applied Methods in Literary Studies and Creative Writing
 102222 - Applied Practice in Literary Studies and Creative Writing
 401167 - Applied Research in Health Care
 101897 - Development for Equality
 400975 - Ethics in Health Research
 401162 - Experimental Design and Analysis (PG)
 800213 - Fieldwork in Complex and Hostile Places
 102336 - Functional Grammar
 301118 - Genomic Data Science
 102698 - Green Urbanscapes: Bio-Physical Functions and Services
 800176 - Internship and Community Engagement (PG)
 102181 - Nation, Power and Difference
 301037 - Scientific Informatics

401164 - Transferable Research Skills

Bachelor of Research Studies (exit only)

8087.2

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.

This course is an exit point from course 8083 Bachelor of Research Studies. Students may exit with this award after Year 1 and the successful completion of 80 credit points, with advanced standing of 160 credit points from their previous undergraduate qualification being granted.

Study Mode

One year full-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal
Campbelltown Campus	Full Time	Internal
Campbelltown Campus	Part Time	Internal
Hawkesbury Campus	Full Time	Internal
Hawkesbury Campus	Part Time	Internal
Parramatta Campus - Victoria Road	Full Time	Internal
Parramatta Campus - Victoria Road	Part Time	Internal
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Admission

This course is an exit point only from 8083 Bachelor of Research Studies.

Please refer to the course entry for 8083 Bachelor of Research Studies for details of the course structure.

Bachelor of Research Studies (Planning)

8119.1

Students should follow the course structure for the course version relevant to the year they commenced. This version applies to students whose commencement year for this course is 1H 2019 or later.

The Master of Research (Planning) is an internationally recognised qualification that provides graduates of this degree with the professional and scholarly education to take a leadership role in urban and regional planning and policy development.

The first year combines coursework training in comprehensive research methodology with an advanced specialisation in urban and regional planning. In the second-year students will undertake a supervised year of higher degree research and produce a Master's thesis. The

second year also includes a series of workshops and seminars designed to enhance students' research and professional capabilities.

For domestic students, this program attracts Australian Government funding, packaged as a Bachelor of Research Studies (Planning)/Master of Research (Planning) to meet regulations.

In Year 1, domestic students are enrolled in the Bachelor of Research Studies (Planning) as a Commonwealth supported student and are liable for student contribution amounts which can be deferred through the HECS-HELP scheme if they are eligible. In Year 2, domestic students are enrolled in the Master of Research (Planning).

Further information about the Master of Research (Planning) can be found on the Future Students Research Studies pages.

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

Admission

Admission is determined by the following criteria being met

- A Bachelor's degree or a Master's degree in a cognate discipline such as Planning, Architecture, Engineering, property, Urban Studies, landscape Architecture, Geography, Environmental Management.
- Achievement of a threshold Admission Average Mark (AAM) equal to or above the minimum of 65.
- Demonstrated professional experience in a related discipline to be considered at the discretion of the Dean, Graduate Studies for applicants whose most recent qualification is 5+ years old and
- A statement that outlines a tentative research area.

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

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.

Course Structure

Year 1 of this course will also be studied by International students enrolled in 8120 - Master of Research (Planning). After completion of Year 1, domestic students will be transferred to 8120 - Master of Research (Planning).

Qualification for the award of Master of Research (Planning) requires the successful completion of 160 credit points. All students will complete 80 credit points of coursework units and 80 credit points of higher degree by research.

All students must enrol in and complete the 80 credit points of prescribed core units.

Core units

101636.3	Developing Sustainable Places
101315.4	Financing Cities in the Global Economy
101633.3	Managing Cities: History and Theory
101634.5	Planning and Environmental Regulation
101314.4	Urban Management Practice: Governance and Power in the City
800218.2	Researcher Development 1: Reading, Writing, and the Business of Research
800219.2	Writing Beyond the Academy: Knowledge Translation and Public Audience Communication
800220.3	Researcher Development 2: Proposing and Justifying Research

Recommended Sequence

Students must undertake the following sequence of units according to whether they begin the course at the start or middle of the year

Full-time

Start Year

1H session

800218.2	Researcher Development 1: Reading, Writing, and the Business of Research
800219.2	Writing Beyond the Academy: Knowledge Translation and Public Audience Communication
101633.3	Managing Cities: History and Theory
101634.5	Planning and Environmental Regulation

2H session

800220.3	Researcher Development 2: Proposing and Justifying Research
101315.4	Financing Cities in the Global Economy
101636.3	Developing Sustainable Places
101314.4	Urban Management Practice: Governance and Power in the City

Mid Year

2H session

800218.2	Researcher Development 1: Reading, Writing, and the Business of Research
101315.4	Financing Cities in the Global Economy
101636.3	Developing Sustainable Places
101314.4	Urban Management Practice: Governance and Power in the City

1H session

800220.3	Researcher Development 2: Proposing and Justifying Research
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800219.2	Writing Beyond the Academy: Knowledge Translation and Public Audience Communication
101633.3	Managing Cities: History and Theory
101634.5	Planning and Environmental Regulation

Part-time

Start Year

Year 1

1H session

800218.2	Researcher Development 1: Reading, Writing, and the Business of Research
101633.3	Managing Cities: History and Theory

2H session

101315.4	Financing Cities in the Global Economy
101636.3	Developing Sustainable Places

Year 2

1H session

800219.2	Writing Beyond the Academy: Knowledge Translation and Public Audience Communication
101634.5	Planning and Environmental Regulation

2H session

800220.3	Researcher Development 2: Proposing and Justifying Research
101314.4	Urban Management Practice: Governance and Power in the City

Mid Year

Year 1

2H session

800218.2	Researcher Development 1: Reading, Writing, and the Business of Research
101636.3	Developing Sustainable Places

1H session

800219.2	Writing Beyond the Academy: Knowledge Translation and Public Audience Communication
101633.3	Managing Cities: History and Theory

Year 2

2H session

101315.4	Financing Cities in the Global Economy
101314.4	Urban Management Practice: Governance and Power in the City

1H session

800220.3	Researcher Development 2: Proposing and Justifying Research
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101634.5 Planning and Environmental Regulation

Students may exit with the Bachelor of Research Studies (exit only) after Year 1 and the successful completion of 80 credit points, with advanced standing of 160 credit points from their previous undergraduate qualification being granted.

Equivalent Core Units

The core units listed below count towards completion of this course for students who passed these units in 2019 or earlier.

800166 - Research Design 1: Theories of Enquiry

800167 - Research Literacies

800169 - Research Design 2: Practices of Research

Units

301247.3 A Cosmic Perspective

Credit Points 10 **Level** 7

Assumed Knowledge

Knowledge of Mathematics equivalent to 2-unit HSC, and experience with the use of computer software such as Excel or Word would be beneficial. Previous experience of statistics or computer programming will be an advantage but is not essential.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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The unit explores and challenges scientific as well as cultural perspectives on the cosmos, from its composition, expansion and the development and endings of the stars and planets, to life, its limits, evolution and mass extinctions on Earth. The unit also considers the development of consciousness, astrology vs astronomy, expanding horizons, space travel and space exploration.

200897.2 Advanced Analysis and Interpretation

Credit Points 10 **Level** 4

Corequisite

800166.1 Research Design 1: Theories of Enquiry

Unit Enrolment Restrictions

Students must be enrolled in course 8083 Bachelor of Research Studies/Master of Research.

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Building on the introduction to the analysis of qualitative data presented in the core unit Research Design 1: Theories of Enquiry this unit, Advanced Analysis and Interpretation, will provide candidates with the techniques necessary to use, analyse and interpret qualitative data in business research. Presented as a series of seminar-workshops, candidates consider the theories that underpin the employed analytical methods, and then move to employ introduced qualitative software tools to analyse and interpret research data.

301010.3 Advanced Applied Mechanics

Credit Points 10 **Level** 7

Assumed Knowledge

Students should have prior knowledge of strain, stress and deflection analysis of simple structures as well as knowledge of energy principle for structural analysis.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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Applied mechanics deals with the mechanical responses of structural components under various loading and support

conditions. This unit will introduce the theory of elasticity and study the bending, buckling and vibration behaviours of beams, plates and shells and their associated applications in engineering practices.

301363.1 Advanced Cloud Computing

Credit Points 10 **Level** 7

Prerequisite

301042.2 Cloud Computing

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This unit offers the Amazon Web Services (AWS) Academy “Academy Cloud Architecting” (ACA) curriculum and provides deeper understanding of advanced cloud computing services and how to architect cloud solutions. Students will learn advanced cloud computing concepts including notification and messaging, serverless computing, API gateways, NoSQL databases, and content delivery networks. The unit also explores strategies to enable high scalability, reliability, cost-efficiency, performance, and operational excellence in a cloud-based system. All these aspects are explored in practice with AWS services. Upon completion of this unit, students will be prepared for the AWS Certified Solutions Architect – Associate exam.

301008.3 Advanced Composite Structures

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit enables students to gain an in-depth knowledge into composite structures based on Australian Standards and International Standards. Recent advances in the design of composite beams, slabs, columns and connections will be introduced.

301023.3 Advanced Computational Fluid Dynamics

Credit Points 10 **Level** 7

Assumed Knowledge

Finite element methods, Thermal dynamics and Fluid mechanics.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit introduces students to commonly used numerical methods used in computational fluid dynamics (CFD). The unit covers the theory and the application of CFD for solving engineering problems. The numerical methods for solving the in viscid flow and the viscous flow problems will be introduced. The students learn the application of the engineering software in the engineering problems.

301022.3 Advanced Computer Aided Engineering

Credit Points 10 **Level** 7

Assumed Knowledge

Students are assumed to have a good understanding on basics of finite element method and analysis, fundamentals and advanced topics in mechanics of materials, fundamentals on fluid mechanics and heat transfer and thermal dynamics.

Unit Enrolment Restrictions

Students must be enrolled in 3693 Master of Engineering, 3695 Graduate Certificate in Engineering, or the Master of Research.

Special Requirements - Essential Equipment

Finite element analysis packages - Abaqus, ANSYS and SolidWorks

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This unit focuses on advanced topics in computer aided engineering and their applications in mechanical engineering in analysing a wide range of engineering problems. The objective of this unit is to advance students' knowledge and skill level on the finite element method (FEM)-based computer aided engineering (CAE) and its advanced applications in the fields of solid mechanics, fluid mechanics, thermodynamics and heat transfer and product design and development as well. Academic skills on research and communication are ensured to be achieved through conducting FEM-based CAE projects.

300603.5 Advanced Control Systems

Credit Points 10 **Level** 7

Assumed Knowledge

Knowledge is assumed in Continuous time control systems, the use of Laplace and Z-transforms, Analog to digital, digital to analog conversion, Vector matrix difference equations, State variable models and familiarity with Matlab or similar software Knowledge is assumed in: Continuous time control systems; The use of Laplace and Z-transforms; Analog to digital, digital to analog conversion; Vector matrix difference equations; State variable models; Introductory Classical Control Systems Theory; Familiarity with MATLAB.

Incompatible Units

300211 - Digital Control, 300172 - Advanced Control Systems

Unit Enrolment Restrictions

Students must have competence in the use of test equipment, components and data sheets. Students must be enrolled in a postgraduate course.

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This unit covers continuous and discrete control systems. It reviews and builds on the fundamental concepts of the theory of feedback in continuous and discrete time to examine the analysis and design of advanced continuous and discrete time linear control systems. Transfer function and state variable methods are employed. Instruction makes use of extensive experimental tasks. There is also considerable use of Matlab simulations.

300173.5 Advanced Data Networks

Credit Points 10 **Level** 7

Assumed Knowledge

Communication Systems / Digital Communication

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit covers all major network technologies: asynchronous transfer mode (ATM), Internet, and telephony. Essential networking topics such as protocol layering, multiple access, switching, scheduling, routing, congestion control, error and flow control, and network security are covered in detail. An engineering approach is taken to provide insight into network design.

301019.3 Advanced Dynamic Systems

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit covers three-dimensional kinematics and kinetics of a rigid body. The principles of virtual work are used to investigate the equilibrium and dynamics of mechanisms. Some key aspects of mechanical vibrations are introduced, including vibration response, vibration isolation and vibration measurement.

300601.5 Advanced Electrical Machines and Drives

Credit Points 10 **Level** 7

Assumed Knowledge

Electric Circuits and Basic Electro magnetics.

Incompatible Units

300208 - Variable Speed Electric Drives, 300204 - Special Electrical Machines

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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The subject covers various types of electrical motors and drive systems, their applications and control. The unit aims to introduce an advanced study of electrical machines and drives. It also covers application considerations and modern developments in high performance drive systems. This course covers various types of the speed control, the starting, the braking and the dynamics of different electrical machines and drives.

300604.5 Advanced Geotechnical Engineering

Credit Points 10 **Level** 7

Assumed Knowledge

Fundamental knowledge of soil mechanics.

Equivalent Units

300520 - Foundation Engineering (PG)

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit will provide an overview of soil mechanics concepts required for the solution of practical geotechnical engineering problems. Students will be taught soil and foundation analysis including design techniques. The topics will cover shallow foundations, pile foundations, the stability of earth retaining structures, excavations, soft soils, groundwater flow and stability of slopes. Practical engineering cases will be emphasized.

301011.4 Advanced Highway Infrastructure

Credit Points 10 **Level** 7

Assumed Knowledge

Soil mechanics at undergraduate level.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit teaches pavement design and ground engineering design as part of construction of the highway. The aim is to provide students with advanced knowledge in designing pavement structures and ground improvement techniques to deal with soft and weak grounds for construction of highway and highway embankments. These aspects will be taught in relation to Australian practices.

301176.2 Advanced Mathematical Investigations

Credit Points 20 **Level** 7

Assumed Knowledge

Undergraduate level of knowledge in mathematics or statistics

Unit Enrolment Restrictions

Students must be enrolled in 8086 Master of Research.

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Advanced Mathematical Investigations is an integral part of the Master of Research for students planning a future in mathematical and/or statistical research. Students will carry out extensive investigations under the supervision of an academic staff member that will allow the development of skills, knowledge and a way of thinking that will assist in the learning of mathematics and/or statistics needed for research in their chosen field of mathematics. They will also develop their written and oral communication skills, culminating in a paper which will be written as though it is to be submitted to a mathematics/statistics journal for publication (including following the journal's requirements for presentation) and an oral presentation of the style expected at a mathematics/statistics conference.

301020.3 Advanced Mobile Robotics

Credit Points 10 **Level** 7

Assumed Knowledge

Some basic skills in MATLAB and C/C++ programming.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit is designed to develop an understanding of the concepts involved in Mobile Robotics. The areas of mobile robot mechanics, localisation, map building and path planning will be introduced. Various sensors and their applications in mobile robotics are also to be introduced.

301024.3 Advanced Numerical Methods in Engineering

Credit Points 10 **Level** 7

Assumed Knowledge

Students should have prior knowledge of strain, stress and deflection analysis of simple structures as well as knowledge of energy principle for structural analysis.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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The finite element method is an essential tool for the analysis and design of machine parts and civil engineering structures. The objective of this unit is to introduce the principles of finite element method and the applications of one, two and three dimensional elements in solving various engineering problems.

301025.3 Advanced Power Quality

Credit Points 10 **Level** 7

Assumed Knowledge

Students are expected to be familiar with basic power system calculations including balanced and unbalanced three-phase systems.

Unit Enrolment Restrictions

Students must be enrolled in 3693 Master of Engineering, 3695 Graduate Certificate in Engineering or the Master of Research.

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This unit is to introduce students to power quality phenomena such as voltage sag/swell, distortions, unbalance, and flicker that occur in power systems. The unit also introduces terms and definitions associated with power quality, following which each phenomenon, that is, voltage sag/swell, transient overvoltage, and harmonics. In addition, flicker is presented and discussed in detail for students to understand the sources and impact of these occurrences on power system as well as typical mitigation techniques. Finally, students are introduced to power quality benchmarking, monitoring, assessment. In addition Advanced knowledge on network frequency responses is presented.

300599.5 Advanced Robotics

Credit Points 10 **Level** 7

Assumed Knowledge

Some Knowledge of MATLAB/Simulink

Incompatible Units

300176 - Advanced Robotics, 300192 - Mobile Robotic Systems

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit is designed to introduce the engineering concepts involved in Robotics. The kinematics, dynamics, control and sensing aspects in robotics will be introduced. In addition, the concepts of artificial intelligence and their applications in robotics will also be discussed and assessed.

300596.5 Advanced Signal Processing

Credit Points 10 **Level** 7

Assumed Knowledge

Engineering mathematics, circuit theory, signals and systems.

Equivalent Units

300200 - Signal Processing 1

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit covers the principles and techniques in signal processing. The subject matter includes advanced topics in discrete-time signals and systems, the z-transform and its applications in signal processing, advanced topics in the sampling of continuous-time signals, FIR and IIR filter design, filter structures, and the discrete Fourier transform and its computation. Students develop skills of analysing and designing digital signal processing systems.

301026.3 Advanced Smart Grids and Distributed Generation

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit is designed to model, analyse and control of newly developing areas of distributed generation and smart grids. The unit will cover modelling, control, simulation and protection of such systems. The unit will also cover the impacts of renewable sources and power electronics on the operation of smart grids and micro-grids. The unit will also cover environmental and economic impacts of such systems.

401414.1 Advanced Sport and Exercise Science

Credit Points 20 **Level** 7

Assumed Knowledge

Students to have completed an undergraduate degree in Sport and Exercise Science or other closely related Health, Allied Health or Medical Science/Medicine undergraduate equivalent.

Unit Enrolment Restrictions

Students must be enrolled in 8083 - Bachelor of Research Studies/ Masters of Research

Special Requirements - Essential Equipment

Students must meet discipline specific requirements, e.g. personal protective clothing.

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Please note, unit 401291.1 Advanced Sport and Exercise Science replaced by 401414.1 Advanced Sport and Exercise Science from 2020. This unit provides Bachelor of Research Studies/Masters of Research candidates with an interest in Sport & Exercise Science with an opportunity to further their knowledge and skill-sets in the field. Working closely with their assigned supervisor(s), students will prepare a work-plan to further enhance their theoretical knowledge through a combination of independent and guided-study. The unit will provide students with an opportunity to strengthen their knowledge and expertise in their selected field of Sport & Exercise Science. The unit is focused on the development of discipline-specific knowledge (theoretical and practical) to prepare students for their research thesis and future career in a Sport & Exercise Science related field.

301013.3 Advanced Statistical Hydrology

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit covers at-site flood frequency analysis, regional flood frequency analysis, trend analysis of hydrological data, linear regression analysis and multivariate statistical techniques to solve advanced hydrological problems.

300594.6 Advanced Structural Analysis

Credit Points 10 **Level** 7

Assumed Knowledge

Students must have knowledge in engineering mathematics, engineering mechanics at intermediate level and structural analysis at fundamental level.

Incompatible Units

300205 - Linear and Nonlinear Analysis of Structures, 300367 - Advanced Structural Engineering, 300195 - Numerical and Finite Element Methods

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

This unit will introduce students at postgraduate level to structural analysis of trusses, beams, frames and plates. It covers the slope deflection method and matrix method for analysis of beams, trusses and frames, and the bending and buckling analysis of beams and plates under various loading conditions. The theories learned in classes will be reinforced in practical sessions by using computer software packages.

301021.3 Advanced Thermal and Fluid Engineering

Credit Points 10 **Level** 7

Assumed Knowledge

Fundamental knowledge of fluid mechanics, theory of thermodynamics, knowledge of heat transfer including conduction, convection.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit covers fundamental principles in the thermal and fluid engineering. While the main focus will remain on incompressible fluids, effects of compressible fluids will also be discussed. The contents of this unit include fluid mechanics, thermodynamics and heat transfer. Students will learn the engineering applications of thermal and fluid principles.

301009.3 Advanced Timber Structures

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit enables students to gain an in-depth knowledge into timber structures based on Australian Standards. Design of timber beams, floors, columns and connections will be introduced with a focus on the use of plywood, round timbers, glue-laminated timber and structural laminated veneer lumber.

301196.2 Advanced Topics in Artificial Intelligence

Credit Points 10 **Level** 7

Assumed Knowledge

This unit requires basic skills in programming with either JAVA or C++ as the programming language.

Incompatible Units

300245 Intelligent Agents; 300385 Automated Negotiation and e-Trading; 300769 Intelligent Agents for eMarkets

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit introduces the most fundamental techniques of artificial intelligence (AI), including knowledge representation, searching, machine learning and intelligent agents. Students will learn the basic theories and

algorithms that are essential in the design and development of intelligent systems. The unit will focus on two typical AI applications: game playing and e-trading. Students will have the chance of using existing multiagent system platforms to design and develop intelligent software for game playing and automated trading in e-markets.

301236.2 Advanced Topics in Cybersecurity

Credit Points 10 **Level** 7

Assumed Knowledge

The students should be familiar with the fundamentals of computer networking and security. It is advisable that the students must have either taken appropriate units in these areas (e.g., 300695 Network Technologies and 300696 Systems and Network Security) or have equivalent knowledge.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit focuses on the advanced features of Cybersecurity, contemporary views on security, and the solutions that aim to protect the emerging services and technologies. The emphasis is on the development of student skills to enable them to do proficient research and development works and studies in the cybersecurity discipline. On successful completion of this unit, students will be equipped with an in-depth understanding of relevant issues, attacks on massively interconnected systems, and the evolving approaches to improve the reliability of advanced services.

300694.4 Advanced Topics in ICT

Credit Points 10 **Level** 7

Prerequisite

301005.1 Professional Practice and Communication

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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The information and communications technologies are advancing at an ever-increasing rate. The whole world is now interconnected. The World Wide Web community is actively engaged in developing the next generation of the Web. Social networking on the Internet is facilitated by the latest developments such as Facebook, YouTube and MySpace. Artificial Intelligence is increasingly intertwined with the decisions we make every day. Large scale storage technologies are leading to Cloud Computing where data and applications may reside anywhere in the world. Research in how to access meaningful data from the vast amounts on the Web has led to initiatives such as Semantic Web and Linked Data. Mashups mix data from disparate sources to enable users to work more efficiently. Wireless and mobile computing are changing the market place. All of these trends are still in their early stages. To make sense of all these developments, the top echelons of the World Wide Web Consortium are actively engaged in creating a new discipline called Web Science. Advanced Topics in ICT will enable the students to appreciate the scale of new developments and create prototypes of applications in their desired ambit. This unit consists of

three Topics selected each semester. Assessment will be by a series of discussion paper assignments here students will show they have met the unit learning outcomes.

300252.4 Advanced Topics in Networking

Credit Points 10 **Level** 7

Assumed Knowledge

Students should be familiar with the fundamentals of computer networking. In particular, students should have a good understanding of the OSI model, the TCP/IP protocol suite, and current Internet and networking technologies. Therefore, it is strongly advised that students must have either taken an appropriate unit in computer networking (e.g., 300695 Network Technologies), or have equivalent knowledge.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit focuses on the advanced features of networked systems and the emerging network technologies and services. The unit provides students with an in-depth understanding of relevant protocols, the emerging standards, and standards organisations. The emphasis of the unit is on development of the student skills to enable them to do proficient research and development works and studies in the computer networking discipline.

301017.3 Advanced Waste Management

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit covers sources, identification and characterisation of solid and hazardous waste generated from the community. Sustainable management of waste incorporating minimisation, recycle, recovery and disposable options is discussed. Also, atmospheric pollutants and their control, greenhouse gases and their impact on climate change are examined.

300595.5 Advanced Water Engineering

Credit Points 10 **Level** 7

Assumed Knowledge

Exposure to basic hydraulics and engineering hydrologic principles.

Incompatible Units

300766 Hydrology; 300983 Surface Water Hydrology

Unit Enrolment Restrictions

This is a specialised unit in a specialist discipline in Master of Engineering program. Students must be enrolled in a postgraduate engineering program undertaking a Civil Engineering specialisation or in the Master of Research.

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This unit introduces advanced principles of engineering hydrology as it pertains to the surface water component of the hydrologic cycle. Students are exposed to floodplain

analysis techniques. The focus is on practical engineering solutions to issues originating from catchment development. Students are exposed to commonly used hydraulic and hydrologic software packages to delineate flooded areas resulting from such developments.

401175.1 Analytic Approaches in Epidemiology

Credit Points 10 **Level** 7

Assumed Knowledge

Introductory skills in epidemiology, including measures of disease frequency and association, epidemiologic study designs, and principles of bias and confounding.

Prerequisite

401076.1 Introduction to Epidemiology OR **401173.1** Introduction to Clinical Epidemiology

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit extends the basic principles of epidemiology introduced in 401076 'Introduction to Epidemiology' and equips students with practical analytical skills to design and conduct epidemiological studies. The unit considers the principle models of causation and analytical approaches to epidemiological study design and analysis. Students will use causal diagrams and evidence from the literature to develop analytic strategies for specific study designs, develop practical skills in calculating and interpreting measures of association and effect modification, and be introduced to principles and strategies for quantitative bias analysis.

301312.1 Applied Machine Learning

Credit Points 10 **Level** 7

Assumed Knowledge

Some probability and statistics knowledge would be advantageous.

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This unit introduces the foundation and concepts underpinning Machine Learning (ML) at a more abstract level, and provides more focus on its practical applications in areas such as: the classification and extraction of text data from various documents and web pages, image processing, Google's PageRank algorithm and relational data mining (RDM). These learning objectives are achieved through various ML software and a series of practicals and projects. The unit covers the concepts and notions of supervised, unsupervised and reinforcement learning, perceptron, neural networks, support vector machines (SVM), knowledge representation (KR) based RDM, and a comprehensive introduction to the Scikit-learn ML Python libraries.

800215.1 Applied research with marginalised populations and sensitive health topics

Credit Points 10 **Level** 7

Assumed Knowledge

Students will need basic knowledge of research design/ approaches e.g. 800166 'Research Design 1: Theories of Enquiry' or 401076 'Introduction to Epidemiology' or 401080 'Research Protocol Design and Practice' or similar.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit will teach students practical knowledge and skills for conducting research with marginalised populations and on sensitive health topics. Students will learn ethical, methodological, and practical considerations in applied qualitative and mixed method research. Upon completion of the unit students will be able to develop a theoretically coherent qualitative or mixed method research protocol and justify their decision making at every stage of the research process. The skills developed in this unit will enable students to adapt research methods to ensure the integrity of the research process with marginalised populations and sensitive health topics.

102637.1 Being a Teacher

Credit Points 10 **Level** 2

Corequisite

102639.1 Primary Professional Experience 1: Working in Classrooms

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) and have successfully completed 80 credit points.

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Theory and the practice of teaching are explored in depth in this unit. This unit explores the necessary teaching and interpersonal skills required to build positive relationships with students and manage the classroom. Students will develop skills in planning, implementing and evaluating the students' learning which are designed to meet primary school students' curriculum needs. It introduces students to a range of teaching strategies and assists with helping to identify when and why to use them. It explores how educational theories and practitioner research underpin and inform curriculum development and pedagogical practice. Integrated in the learning will be the use of information technologies. This unit will also facilitate students in developing a critical understanding of their individual progress towards satisfying the Australian Professional Standards for Teachers at the Graduate level. The knowledge and skills developed in the other units of study in the course can be applied in this and the Professional Experience units.

102525.1 Bilingualism and Education

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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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.

200896.3 Business Analysis Seminars

Credit Points 10 **Level** 4

Unit Enrolment Restrictions

Students must be enrolled in course 8083 Bachelor of Research Studies/Master of Research.

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This unit introduces students to exemplary research in selected contemporary issues in business practice and policy. Presented through a series of seminars by leading business academics, selected issues will be examined in terms of the competing definitions of the problem, the methods of analysis to be used to address the problem, components of the problems and relationships to other contemporary issues. As business research is inherently inter-disciplinary and involves multiple stakeholders, relevant and competing theoretical perspectives explaining selected issues will be examined. Different methods of investigation and analysis of issues will be evaluated.

102138.1 Classroom Inquiry and improving professional practice

Credit Points 10 **Level** 3

Corequisite

102137.1 Professional Experience 3: Engaging with the Profession

Equivalent Units

101501 - ICT and Research in Education

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Teachers are continually seeking new ways of understanding and improving their practices in the classroom. A range of applied evidence-based research

methods provides valuable tools to aid this process. This unit will introduce students to educational research methods in general and action research in particular. The unit will assist students to become reflective practitioners who are capable of making informed improvements to the way they apply teaching strategies in their professional practice as teachers. Students will apply their evolving understandings of evidence-based practice and focus on how they use ICT supported learning across a range of educational contexts.

800225.1 Clinical Research in Health Science

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a post-graduate course, Masters by Research, PhD or 8083 Bachelor of Research Studies

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This unit will teach students practical knowledge and skills for conducting clinical research within the field of Health Science. Students will learn ethical, methodological and practical considerations in applied quantitative and mixed-method research within the framework of a human clinical trial. Upon completion of the unit students will have an understanding of basic human clinical trial design, novel clinical trial designs, specialisation within various study fields. They will also have consideration of stakeholders and translational importance, trial governance, regulations and the Therapeutic Goods Administration (TGA), intellectual property, commercialisation, recruitment, and advertising and marketing. Finally, they will understand the importance of translational impact via publications and the media, and be able to synthesise trial data via knowing how to conduct systematic reviews and meta-analyses.

301042.2 Cloud Computing

Credit Points 10 **Level** 7

Assumed Knowledge

Basic knowledge of networking and computer systems.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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Cloud computing has become a driving force for information technology over the past several years, and it is moving towards a future in which we won't rely on local computers, but on centralised facilities operated by third-party compute and storage utilities. Governments, research institutes, and industry leaders are rushing to adopt Cloud Computing to solve their ever-increasing computing and storage problems arising in the Internet Age. This unit offers "Academy Cloud Foundations" (ACF) curriculum as part of Amazon Web Services (AWS) Academy. Students will develop knowledge and skills in the areas of virtualization technologies, cloud architecture, AWS core services and their pricing, security, architecture, and support.

102139.1 Community Responsive Pedagogies and Leadership

Credit Points 10 **Level** 3

Equivalent Units

101500 - Communities and Primary Schools

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to build on students' sociological understandings of primary schooling and how it impacts on First Nation peoples.. The unit builds on experiential, theoretical and curriculum knowledge developed in the course. Schools have a long tradition of working with communities at the 'chalkface' of social change. Such relationships are complex, evolving and spatially/ temporally different because of a local/global sense of place and the socio-political context. Possibilities for promoting socially just practices for different communities are therefore contingent upon a range of strategies for inclusion. This unit examines theoretical frameworks that can assist in understanding the complexities of these processes and will incorporate a 5 day community engagement activity involving First Nation peoples.

102509.2 Computational Thinking across the STEM Curriculum

Credit Points 10 **Level** 7

Assumed Knowledge

An understanding of at least one STEM (science, technology, engineering or mathematics) school syllabus.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit 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.

102127.1 Connecting Schools and Communities

Credit Points 10 **Level** 2

Equivalent Units

101499 - Connecting Schools and Communities

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is a service learning unit that focuses on the link between the school and the community. It incorporates a 5 day placement in a local school to enable students to develop their understanding of the value of community involvement for a school. Students will negotiate a project in the school that links the school with their community. They will build a research base in the areas of community engagement and service learning with an emphasis on the benefits to both student, the community, the school, the teachers and the school children. They will learn how to plan, negotiate, implement and use reflective practices to evaluate their project.

500073.1 Contemporary Childhoods (Block)

Credit Points 10 **Level** 2

Equivalent Units

102048 - Contemporary Childhoods, 700289 - Contemporary Childhoods

Unit Enrolment Restrictions

Students must be enrolled in course 7181 – Undergraduate Certificate in Early Childhood Studies.

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In this unit students will engage in an exploration of what it means to be a child in a postmodern world and how different theoretical approaches influence ways of understanding children's lives. Alongside questions of how gender, sexuality, ethnicity, 'race', language, class, ability and religion are constituted through a child's identity, students will explore the notion of a child's subjectivity. A child's subjectivity is the conscious and unconscious thoughts and emotions of the child, their sense of self, their body and their way of understanding their relationship to the world. Building on this knowledge, students will also explore the four key child-environment identities of the physical child, the social child, the learning child and the natural child and by analysing a variety of scholarly and non-scholarly texts around childhood, children's bodies and behaviour will reflect on a child's individuality and emerging identity.

102121.1 Contemporary Issues in Aboriginal Education

Credit Points 10 **Level** 2

Equivalent Units

100727 - Issues in Aboriginal Education

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to meet the needs of teachers entering the profession who require in depth knowledge of the field which frames Australia's Aboriginal identity. It investigates both Aboriginal historical

perspectives and interactions with educational institutions and the policies which frame the delivery of Aboriginal content and resources to all students. The unit provides a contextualised framework on which many Key learning area's perspectives and background knowledge delivery is based. The unit specifically relates to working successfully with Aboriginal children, families and communities in educational and social settings. It will examine relationships between Aboriginal and non-Aboriginal societies, social indicators and also critique the impacts of current policy changes in areas such as self-determination, representation, mutual obligation and perspectives for positive, respectful educational outcomes for future generations of students.

401178.1 Controversies in Epidemiology

Credit Points 10 **Level** 7

Prerequisite

401076.1 Introduction to Epidemiology OR **401173.1** Introduction to Clinical Epidemiology

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit offers students an opportunity to synthesise theories and methodologies from epidemiology. It highlights current controversies and practices in epidemiology. Students attend weekly presentations on topics related to content area interests, and other relevant seminars. Students will convene with faculty to reflect on and critique components of research presentations relevant to the students' interest and to the contemporaneous topics being covered in the core epidemiology curriculum. Course assignments involve critical appraisal of conceptual and methodological issues presented in the seminars, and related issues relevant to student's own research.

102853.1 Cool Green Cities

Credit Points 10 **Level** 7

Equivalent Units

102698 - Green Urbanscapes: Bio-physical Functions and Services

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Climate change, urban expansion and densification result in hotter microclimates and loss of green infrastructure. The increasing frequency and severity of heatwaves, floods and droughts require changes to how we design and retrofit existing neighbourhoods and build new suburbs. Contemporary urban planning and design principles recognise blue and green infrastructure as a 'must have'. Blue and green infrastructure is key to building cool and resilient cities capable of functioning well within the social, environmental and economic challenges of the 21st century. This unit provides knowledge about what it takes to deliver cool green cities. Focusing on practical applications at precinct or suburb scale, it enables students to implement learned principles in their professional practice.

102125.2 Creative Arts

Credit Points 10 **Level** 2

Equivalent Units

101496 - Creative Arts 2

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit introduces students to theoretical models and sound pedagogical practices of using Music, Media Arts and Visual Arts in the primary classroom. Collaborative, experiential and blended learning as well as reflective practices are the key operating principles of the unit. Students will explore the theory and practice of the arts in the education process of children through practical and professional experiences. The unit provides an understanding of the importance of the art forms, both as powerful teaching and learning strategies across the primary curriculum and as creative arts in their own right in the K-2 classroom.

102851.1 Creative Arts 2

Credit Points 10 **Level** 3

Prerequisite

102125.2 Creative Arts

Incompatible Units

102748 - Creative Arts 2

Unit Enrolment Restrictions

Students must be enrolled in the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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This unit examines theoretical models and pedagogical practices for using Dance, Drama and Media Arts in primary classrooms and builds on the unit 102125 Creative Arts. Students will develop a range of skills required in the teaching of the arts that support young learner's self-efficacy and awareness. Aboriginal media and performing arts form the basis for strong cultural identity formations for all students. The unit focuses on positive media representations, personal histories and experiences that shape and influence Aboriginal and Torres Strait Islander peoples and their community life.

102647.1 Creative Arts in the Primary Years

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) and have successfully completed 160 credit points.

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This unit explores the importance of the creative arts in the primary classroom, addressing the content and pedagogies

appropriate to dance, drama, music and visual arts. This unit has been designed to give students the opportunity to develop their knowledge, understanding, skills, confidence and competence in the five art forms of creative arts. It also provides students with the opportunity to develop their planning and teaching skills in the creative arts, through exploring pedagogies for the teaching of practical arts classes. This unit develops students as teachers who demonstrate creativity when teaching, empathy with diverse groups of student learners, a commitment to socially just schools and classrooms and who understand artistic processes. It aims to give students an understanding of the role of aesthetics, imagination and play in learning. An independent learning program also encourages learners to develop their own arts skills in three strands.

102211.3 Creativity, Innovation and Design Thinking

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must be enrolled in The Academy @ Western Sydney or at the discretion of the Director of Academic Program and/or Head of The Academy and must have successfully completed 40 credit points of study.

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From 1H 2022 this unit replaced by 800237 Creativity, Design Thinking and Visualisation. The aim of this cross-disciplinary unit is to encourage students to explore their creative potential and broaden their perspectives of innovation through the lens of design thinking. Design thinking offers a range of strategic and practical approaches to both creativity and innovation including an understanding of stages of thinking and reflection; an evaluation of the dynamics of team work; the workings of conversation and dialogue to generate new thinking about complex problems. Students will learn about design thinking methodologies, and apply these towards addressing broader social issues in innovative and creative ways.

102120.1 Cultural Diversity, Society and Learning

Credit Points 10 **Level** 2

Equivalent Units

101512 - Cultural Diversity, Society and Learning

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Teachers are required to understand the diverse cultural make up of schools and how to teach a diverse range of children. Using sociological and cultural theory, the unit examines conservative, liberal and radical approaches to cultural diversity in education. This cultural diversity includes dimensions of gender, religion, ethnicity, race, class, language and sexuality. The unit develops cultural literacy through the application of various theories

such as Marxist and feminist-post structuralist analysis of these social relations to cultural diversity; pedagogy and cyberspace. 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. 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.

102115.1 Curriculum and Aboriginal Perspectives

Credit Points 10 **Level** 1

Equivalent Units

101490 - Creative Arts 1 - AREP

Unit Enrolment Restrictions

Students must be enrolled in 1598 - Bachelor of Education (Primary) - AREP mode or 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to introduce students to the characteristics of classrooms and curriculum implementation. Students will explore the structure of New South Wales/National curricula in all key learning areas, examine the perspectives which influence curriculum and the way in which curriculum is interpreted using Aboriginal and Torres Strait Islander perspectives. The unit provides an understanding of the importance of the art forms and Aboriginal ways of knowing as powerful teaching and learning strategies across the primary curriculum and as creative arts in their own right.

102754.1 Data and Assessment in the Primary classroom

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit investigates the functions and roles of assessment in K-6 classrooms. It considers ways in which assessment can provide positive support that enhances students' progression within the school context. Teacher education students will review, refine and develop their knowledge and skills connected with being an assessment-literate teacher in their own classrooms. The unit will explore both national and international data sets and how these inform policy, classroom practices and professional roles into the future.

401179.2 Data Management and Programming for Epidemiology

Credit Points 10 **Level** 7

Assumed Knowledge

High school mathematics (arithmetic, formulas and algebra, reading graphs). Basic computer competency and basic programming skills.

Corequisite

401077.1 Introduction to Biostatistics

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

Special Requirements - Essential Equipment

Home computer or laptop or access to a machine on which software can be installed. (Necessary for assignments). Software required includes Git (free, open-source, multi-platform) and R (free, open-source, multi-platform).

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Modern epidemiology deals with ever increasing volumes of data and complexity of analysis. This course is aimed at equipping students with effective practices for managing data and programme code and ensuring the security of their data. Students will be taught the fundamentals of managing code and data in a revision control system as well as good programming practices and techniques which can form a basis for a robust, repeatable and test-driven research methodology. Programming instruction and exercises will use the SAS and R languages, and SQL databases.

301015.3 Deep Foundations

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit covers advanced analysis and design criteria for deep foundations. Both statically and dynamically loaded deep foundations are covered including the site investigation methods and field testing methods adopted in practice for determining integrity and load carrying capacity. Appropriate computer software will be introduced to carry out the deep foundation design according to the Australian Standards.

102747.1 Developing Aboriginal Languages K-6

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

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This unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander education program. This unit introduces teacher education students to the developing and planning processes required to develop Aboriginal and Torres Strait Islander

languages and LOTE opportunities across K-6. Students will engage with the complexities in teaching Aboriginal languages. As they engage with a diverse array of themes, debates and contested issues in Australia's Aboriginal language revitalisation programs they develop understanding about protocols and consultations that are required to deliver programs in schools. Students will learn to create culturally-responsive learning experiences for primary classrooms that embrace Aboriginal and Torres Strait Islander histories and cultures and develop skills and knowledge in teaching Aboriginal languages.

102135.2 Developing Primary Mathematics

Credit Points 10 **Level** 4

Equivalent Units

101495 - Developing Primary Mathematics (AREP)

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to extend the development of mathematical concepts, skills and understandings for children from years 3 to 6 based on the Australian curriculum and the NSW Educational Standards Authority (NESA) requirements. An awareness of relevant research and curriculum documents, combined with the practical knowledge of teaching, learning and assessment strategies, will assist teachers to program and implement a series of investigative experiences that will enhance the conceptual knowledge of their students.

102253.2 Digital Social Research in Action

Credit Points 10 **Level** 7

Assumed Knowledge

Knowledge of digital social research

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

Special Requirements - Essential Equipment

Access to a computer or tablet device and internet connection. Access to relevant data analysis software.

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

500074.1 Diversity, Language and Culture (Block)

Credit Points 10 **Level** 1

Equivalent Units

100960 - Contemporary Society, 700132 - Contemporary Society, 102736 - Diversity, Language and Culture, 700292 - Diversity, Language and Culture (WSTC)

Unit Enrolment Restrictions

Students must be enrolled in course 7181 - Undergraduate Certificate in Early Childhood Studies.

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The purpose of this unit is to equip students with skills to understand and navigate a culturally and linguistically diverse society, including that of Greater Western Sydney. Students will gain an historically informed, critical understanding of the meaning of culture, the impact of colonisation, Indigenous Australian cultures, and of approaches to diversity, multilingualism and multiculturalism. They will explore the value of their existing and emerging skills in bilingualism and cross-cultural communication as tools to navigate a rapidly changing global environment. Students will practice their intercultural communication skills in a team setting through a field trip to a Western Sydney community.

102119.1 Early Primary Mathematics

Credit Points 10 **Level** 1

Equivalent Units

101487 - Early Primary Maths (AREP)

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to extend the development of mathematical concepts, skills and understandings for children from Kindergarten to Year 3 based on the NSW Syllabus for the Australian curriculum Mathematics K-6. An awareness of relevant research and curriculum documents, combined with the practical knowledge of teaching, learning and assessment strategies, will assist teachers to design and implement a series of experiences that will enhance the conceptual knowledge of their students.

102636.1 Educational Psychology

Credit Points 10 **Level** 1

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary).

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This unit is designed to facilitate students to develop the dispositions and critical skills to create learning communities that are academically challenging, developmentally appropriate and culturally responsive. The

unit highlights how the inherent qualities of a child and their environmental systems interact to influence how they grow, develop and learn. It develops students' knowledge of the ways in which children's developmental is embedded in context to inform their instructional strategies. It examines a body of classic and current theories, research and practice relating to the cognitive, physiological, and social/emotional needs of children and 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.

102126.1 Educational Psychology for Teaching Children

Credit Points 10 **Level** 2

Equivalent Units

101511 - Educational Psychology for Primary Teaching

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Responsive teaching engages students holistically in learning that is tailored to meet their physical, cognitive, social, emotional and developmental needs. This unit will consider the learning needs and styles of primary children, including Indigenous children. It will introduce key approaches to instruction based on theories and research in educational psychology. A particular focus will be the development of children's sense of self and the ways that children's school experiences interact with cultural and familial influences to shape identity, motivation and engagement throughout the primary years. 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.

102575.2 Emergency and Disaster Management

Credit Points 10 **Level** 7

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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.

102140.1 Engaging in the Profession

Credit Points 20 **Level** 3

Corequisite

102137.1 Professional Experience 3: Engaging with the Profession

Equivalent Units

101514 - Engaging in the profession - AREP

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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In 2020 this unit replaced by 102755 - Engaging in the Profession. The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Students need to have a variety of experiences that are set in the context of their future profession. Through these experiences they need to draw together, as a capstone, all the previous units in the course, integrating them through a well-balanced program that allows the students to refine their skills as beginning teachers. This gives them opportunity to reflect on the processes involved, identify their competencies and assist the school by recognising potential issues and assisting in implementation of the resulting praxis. This unit includes all areas of foundations and curriculum complementing a final practicum experience that will show the interrelationship between theory and practice. It also addresses issues that assist in the development of the individual student toward their transition into teaching. Students will produce a professional learning portfolio in this unit and it 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.

102755.2 Engaging in the Profession

Credit Points 10 **Level** 3

Equivalent Units

101514 - Engaging the Profession - (AREP)

Unit Enrolment Restrictions

Students must be enrolled in the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Students need to have a variety of experiences that are set in the context of their future profession. Through these experiences they need to draw together, as a capstone, all the previous units in the course, integrating them through a well-balanced program that allows the students to refine their skills as beginning teachers. This gives them opportunity to reflect on the processes involved, identify their competencies and assist the school by recognising potential issues and assisting in implementation of the resulting praxis. This unit includes all areas of foundations and curriculum complementing a final practicum experience that will show the interrelationship between theory and practice. It also addresses issues that

assist in the development of the individual student toward their transition into teaching. Students will produce a professional learning portfolio in this unit to demonstrate achievement of the Graduate Teacher Standards. The learning portfolio will enable students to reflect deeply on their emerging skills and understanding, towards development of a critical perspective of their practice as a teacher.

102819.1 Engaging Pedagogies

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in 1876 Bachelor of Education (Primary) and have successfully completed 160 credit points.

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This unit is designed to prepare students for their role as active, thoughtful leaders of learning environments for children in the primary years. It challenges students to inquire and reflect upon contemporary issues that affect learning and teaching in classrooms, including working with students from low socio-economic backgrounds, culturally and linguistically diverse (CALD) students, students who have English as an additional language or dialect (EAL/D), Aboriginal and Torres Strait Islander learners, and students from diverse religious backgrounds. It enables students to investigate and consider a range of contemporary pedagogical approaches to facilitate substantive student engagement, and relate these to educational philosophy and contemporary learning theories.

102645.1 Engaging with Children, Families, Colleagues and Communities

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) and have successfully completed 80 credit points.

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This unit explores the importance of engaging with children, families, colleagues and communities of diverse backgrounds to foster a child's learning, health and well-being. Preservice educators will reflect on complex interrelationships between theories, research, policies and practices and the importance of positive relationships and partnerships with children, families, colleagues, and communities. Students will explore discourses associated with disadvantage through the analysis of children's life experiences and contexts. In this way, preservice educators will gain an understanding of the nuances of working collaboratively and in partnership with children, families, colleagues, and communities, including strategies to work ethically, sensitively and confidentially.

401174.1 Epidemiology of Non-Communicable Diseases

Credit Points 10 **Level** 7

Corequisite

401076.1 Introduction to Epidemiology OR **401173.1** Introduction to Clinical Epidemiology

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit will document the fundamental concepts in epidemiology and control of non-communicable diseases (NCDs), common research methods used in NCD epidemiology, and unique applications of these methods in key NCD areas, including reproductive epidemiology, behavioural epidemiology, epidemiology of ageing and epidemiology of specific NCDs (including cardiovascular disease, diabetes, cancer, chronic respiratory diseases, musculoskeletal problems and mental health problems). The principal goals of this unit are to provide a broad overview of the field, and to develop the knowledge and skills needed to (i) critically evaluate published research in NCD epidemiology and (ii) design an epidemiological study to address an NCD topic.

102250.3 Ethical Leadership

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must have successfully completed 40 credit points of study in their course with a minimum GPA of 5.0 to enrol in this unit. Students who are enrolled in the Bachelor of Creative Leadership (BCL) must enrol in the unit under the BCL. Enrolment in the unit for students enrolled in the BCL is at the discretion of the Academy or the Director of Academic Program.

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This unit focuses on major ethical theories, challenges, and concepts in a cross disciplinary environment. Students' knowledge and understanding of ethics will be further developed through interdisciplinary lenses on critical ethical thinking and decision-making. Students will be required to analyse ethical frameworks and systemic failure to discuss and reflect on various cross disciplinary challenges in diverse settings. By applying ethical concepts to personal journeys as citizen scholars and future professionals, students will develop their own ethical framework and gain skills required for future success as emergent leaders.

401168.1 Evidence Based Health Care

Credit Points 10 **Level** 7

Assumed Knowledge

A basic knowledge of research methods at undergraduate level plus basic nursing knowledge and clinical nursing experience.

Equivalent Units

400206 Evidence Based Nursing

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

Special Requirements - Essential Equipment

Access to the internet and computer.

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This unit is designed to develop students' knowledge of the principles and processes necessary for evidence-based clinical practice. General concepts associated with

evidence-based health care are explored. In addition, students are assisted to formulate focused clinical questions and conduct a comprehensive literature search for research evidence that may assist in answering such questions. Issues and techniques involved in the rigorous appraisal of research reports are addressed. The importance of clinical significance when making clinical judgements about the implementation of research findings are also explored.

401266.2 Experimental Design and Analysis PG A

Credit Points 20 **Level** 7

Corequisite

800166.1 Research Design 1: Theories of Enquiry OR
800169.1 Research Design 2: Practices of Research OR
800167.1 Research Literacies

Incompatible Units

401162 - Experimental Design and Analysis PG NOTE: Co-Requisite units removed from Spring 2021

Special Requirements - Essential Equipment

Students must meet discipline specific requirements, eg. personal protective clothing.

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Experimental Design and Analysis can be taken independently or in combination in Autumn (Experimental Design and Analysis PG A) and/or Spring (Experimental Design and Analysis PG B) semesters. Working closely with their assigned supervisor(s), students in the health, medical, biomedical and natural sciences will enhance their expertise in experimental methodologies and knowledge of advanced discipline-specific concepts in the first year of the Masters of Research. Completion of one these two units will allow students to demonstrate theoretical and practical skills directly relevant to their proposed research project. Completion of both units will allow students to build upon initial results, and to gain experience in additional methodologies and experimental techniques. These units will also complement the Master of Research core units Research Design 1 and 2, providing a foundation for students to formulate their research question and thesis proposal.

401267.2 Experimental Design and Analysis PG B

Credit Points 20 **Level** 7

Corequisite

800166.1 Research Design 1: Theories of Enquiry OR
800169.1 Research Design 2: Practices of Research OR
800167.1 Research Literacies

Incompatible Units

401162 - Experimental Design and Analysis PG NOTE: Co-Requisite units removed from Spring 2021

Special Requirements - Essential Equipment

Students must meet discipline specific requirements, eg. personal protective clothing.

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Experimental Design and Analysis can be taken independently or in combination in Autumn (Experimental Design and Analysis PG A) and/or Spring (Experimental Design and Analysis PG B) semesters. Working closely with their assigned supervisor(s), students in the health, medical, biomedical and natural sciences will enhance their expertise in experimental methodologies and knowledge of advanced discipline-specific concepts in the first year of the Masters of Research. Completion of one these two units will allow students to demonstrate theoretical and practical skills directly relevant to their proposed research project. Completion of both units will allow students to build upon initial results, and to gain experience in additional methodologies and experimental techniques. These units will also complement the Master of Research core units Research Design 1 and 2, providing a foundation for students to formulate their research question and thesis proposal.

102795.1 Exploring Patterns and Relationships in Mathematics

Credit Points 10 **Level** 1

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary).

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This unit supports pre-service teachers in the understanding of mathematical processes and content. Pre-service teachers will develop competence and confidence in the content areas of Number and Algebra, Measurement and Geometry; Probability and Statistics. They will be able to solve problems related to these areas and communicate their solution methods, using processes from the Working Mathematically strand.

102621.2 Formal and Functional Grammar

Credit Points 10 **Level** 7

Equivalent Units

102336 - Functional Grammar, 100722 - Functional Grammar

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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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.

102602.1 Gender and Genre

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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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.

102576.2 Global Health, Migration and Development

Credit Points 10 **Level** 7

Assumed Knowledge

A broad and coherent knowledge, with depth in the underlying principles and concepts in one or more disciplines in Arts or Social Sciences.

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This unit introduces students to the intersection between global health, human migration and economic development. Students are introduced to international efforts to manage and support better health for all populations, particularly those under stress through civil conflict or epidemic. Through the lens of migration theories, the course will examine why and how people migrate, the dynamisms and complexities of migrants' settlement in their new environment, the socio-economic and political dimensions of forced migration and its consequences, and the relationship between voluntary migration and economic and development goals at regional, national and international level.

102124.2 Health and Physical Education

Credit Points 10 **Level** 2

Equivalent Units

101489 - Personal Development, Health and Physical Education 1 (AREP)

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Students will work on developing their knowledge and understanding of Health and Physical Education (HPE). This unit is designed to introduce the NSW Syllabus for the Australian Curriculum: Personal Development, Health and Physical Education K-10 (incorporating Health and Physical Education K-6). Through an examination of the syllabus, modules and support documents, students will develop the necessary skills to design an effective scope and sequence for K-6 Health and Physical Education (HPE) and develop a program of work

suitable for a specific stage of learner K-2. Assessment and evaluation will be addressed and the need to develop descriptive student profiles relating to student achievement of outcomes will be highlighted.

102752.1 Health and Physical Education 2

Credit Points 10 **Level** 3

Prerequisite

102124.1 Health and Physical Education AND 102129.1 Wellbeing and Promoting Positive Learning Environments

Equivalent Units

101489 - Personal Development, Health & Physical Education 1 (AREP)

Unit Enrolment Restrictions

Students must be enrolled in the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit further builds students' knowledge and understandings of the NSW Syllabus for the Australian Curriculum: Health and Physical Education K-10 (incorporating Health and Physical Education K-6) with a focus on the personal development and health components. Through an examination of the syllabus, modules and support documents, students will develop the necessary skills to design an effective scope and sequence for K-6 Health and Physical Education (HPE) and develop a program of work suitable for a Year 5 - 6 learner. Assessment and evaluation will be addressed and the need to develop descriptive student profiles relating to student achievement of outcomes will be highlighted.

102652.1 Health and Physical Education in the Primary Years

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in and have successfully completed 160 credit points of study in the 1876 Bachelor of Education (Primary).

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This unit is designed to explore the content and pedagogies of Health and Physical Education (HPE) in the PDHPE NSW K-6 curriculum. Students will develop an understanding of effective pedagogies of HPE. The knowledge and skills developed in this unit can be applied in the other units of study in the course and Professional Experience units. This unit aims to develop teachers who demonstrate empathy with diverse groups of student learners and commitment to socially just schools and classrooms.

102583.1 History of Ideas

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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Ideas matter. It has been said that “ideas are what men and women live by, and will occasionally die for.” If you want to explore and understand the relationship between ideas and actions across a range periods, places and perspectives, then this is the unit for you. The history of ideas is concerned with exploring and understanding the lived experience, the reality of ideas. We consider how the history of ideas can help us to interpret key thinkers and their ideas and how these ideas have shaped societies past and present.

102122.2 History, Geography, Civics and Citizenship

Credit Points 10 **Level** 2

Equivalent Units

101491 - Human Society and Its Environment (AREP)

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit provides opportunities for students to develop knowledge of the outcomes, subject matter, pedagogies and experiences that define the key learning area of History, Geography, Civics and Citizenship (HSIE). Key concepts of change 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. It enables students to develop their own content knowledge and understandings, skills and dispositions necessary for planning, programming and teaching HSIE K-6. It promotes teaching strategies that prepare primary children for informed and effective citizenship, contributing to the quality of their society and environments.

102820.1 History, Geography, Civics and Citizenship in the Primary Years

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must be enrolled in 1876 Bachelor of Education (Primary) and have successfully completed 80 credit points.

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This unit provides opportunities for students to develop knowledge of the outcomes, subject matter, pedagogies and experiences that define the key learning area of History, Geography, Civics and Citizenship in primary (Kindergarten to Year 6) classrooms. Key concepts of change 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,

are a priority. In Civics and Citizenship, the focus is on relationships between the individual and the state. The values and mutual responsibilities and obligations for civil, political and social participation in Australian society are also explored. These areas enable students to develop their own content knowledge and understandings, skills and dispositions necessary for planning, programming and teaching. This unit promotes teaching strategies that prepare primary children to be informed and effective change agents.

102661.1 How to Write History

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit introduces students to specific styles of historical methodology, considering how each of these styles alter the kinds of questions historians ask, how they select their sources, and how they account for the differences between past and present. Students undertake an independent, guided Applied Project on a historical methodology relevant to their intended thesis project.

102577.2 Humanitarian and Development Agendas and Progress

Credit Points 10 **Level** 7

Assumed Knowledge

A broad and coherent knowledge, with depth in the underlying principles and concepts in one or more disciplines in Arts or Social Sciences.

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This unit enables students to map the emergence of international humanitarian and development agencies from the mid-20th century to the modern day. Students will consider and assess international efforts to end poverty, such as the United Nations Conference on the Human Environment, the Rome Declaration and Plan of Action on World Food security, the Millennium Development Goals (MDGs) and the post-2015 Sustainable Development Goals (SDGs). A particular emphasis is placed on developing the skills to gauge the accountability and ethical approaches of humanitarian actors and agencies in global development.

102114.1 Identity and Voice in Multimodal Texts

Credit Points 10 **Level** 1

Equivalent Units

101510 - Indigenous Cultural texts in Education

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education. Students enrolled in the Indigenous Studies major can enrol in this unit in Summer if available. Contact the unit coordinator for enrolment details.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander

Education program. Aboriginal and Torres Strait Islander people's identities are depicted in a wide range of texts pertaining to expressions of and about Aboriginality. These various representations form the way Indigenous identities are constructed, projected and reflected in society often through the media. Students will examine how we then set in motion a better understanding of this phenomenon using carefully selected texts, the diverse nature of them and compare the outcomes; particularly the way they affect relationships between Indigenous and non-Indigenous Australians. The unit explores genres, voice, authority, identity, the complexities surrounding these debates and discourses, and how teachers are the advocates for negotiating power, space and voice for communities into the future. The examination of the portrayal of Aboriginal and Torres Strait Islander people in texts in a school context will be deconstructed so students understand the process of producing current and future identities.

102130.1 Inclusive Education Practices

Credit Points 10 **Level** 2

Equivalent Units

100742 - Inclusive Education Practices - AREP

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Teacher education students develop understanding and skills that enable them to understand and assess the intellectual, emotional, social and physical needs of all children in the classroom. This unit assists teacher education students to develop appropriate skills, attitudes and methodologies to enable them to plan, implement and evaluate programs which meet the educational needs of individual children with disabilities, learning difficulties and/or behaviour disorders as well as those who are gifted and talented. This unit also explores strategies and theoretical approaches which promote and enable inclusion and effective learning within the context of National and State policy and legislation.

102654.1 Inclusive Practices in the Primary Years

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in and have successfully completed 240 credit points in the Bachelor of Education (Primary).

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Effective and inclusive teaching requires knowledge of how students learn as well as proficiency in applying appropriately tailored teaching strategies to cater to needs of all students. The unit provides a foundation of knowledge and practice that facilitates development of appropriate and inclusive attitudes and skills for teaching learners with diverse 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 programs will be developed drawing on practical experiences and a broad familiarity with the field.

102133.2 Indigenous Landscapes and Sustainability

Credit Points 10 **Level** 2

Equivalent Units

101493 - Human Society and Its Environment 2

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. The unit explores how Aboriginal ways of knowing country, and how tacit Aboriginal cultural knowledge embeds many of the principles of sustainability. Country defines First Nations people's identity and spirituality globally. The unit provides opportunity of the exploration and development of self and identity in terms of traditional stewardship practices that underpin the practice and principles related to the maintenance of place/country, language, spirituality. The unit builds awareness and understanding about Aboriginal 'ways of knowing' and 'caring' for Country. The unit provides community engagement opportunities for the exploration of oral traditions, language, writings about nurturing, visiting, talking, singing and feeling 'sorry' for Country. It will design a framework whereby as future educators they will be able to use an ecological approach to their teaching of significant global issues such as: sustainable land and energy use, the impact of human society on land and land management, global warming, the concept of self-sustaining systems and valuing sustainable patterns of living. The unit requires students to undertake visits to Environmental Field Studies Centres, the WSU Sustainability Unit and local cultural learning centres to work with Elders.

301072.4 Innovation Lab

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

This unit is designed for students who are enrolled in the Bachelor of Applied Leadership and Critical Thinking (BALCT) or other advanced courses at Western Sydney University. Students must have a minimum GPA of 5 and must have successfully completed a minimum of 40 credit points. Enrolment in this unit is at the discretion of The Academy or the Dean.

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From 2H 2022 this unit replaced by 800243 Changemakers and Entrepreneurship. This unit is designed for high-achieving students who may be enrolled in Advanced degrees or the Bachelor of Applied Leadership and Critical Thinking. Technology is rapidly changing and improving. As such, continuous innovation is essential to ensure applicability into the future. The unit focuses on innovation and entrepreneurship by pushing boundaries,

experimenting, learning from mistakes, and adapting to find new ways of approaching technical and social problems. In this unit, students will be empowered to design and develop innovative processes that provide solutions for real-world challenges.

300515.6 Instrumentation and Measurement (PG)

Credit Points 10 **Level** 7

Assumed Knowledge

Assumed knowledge for 300515 Instrumentation and Measurement (PG) is: 1) Basic electronics including amplifier, circuit theory and circuit design; 2) A basic understanding of statistics. Computational skills (SPICE) and a basic understanding of circuit simulation are desirable.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

This unit covers topics associated with the measurement and presentation of physical parameters. A wide range of transducers are presented in detail, while instrumentation includes a detailed analysis of a multitude of analogue and digital circuits used to amplify, transmit, and display electrical signals. The application of these modules in modern measurement equipment is presented in details.

200962.2 International Criminal Law and Justice

Credit Points 10 **Level** 7

Assumed Knowledge

Bachelor of Laws or equivalent qualification

Unit Enrolment Restrictions

Students must be enrolled in 8083 Bachelor of Research Studies/Master of Research, 8084/8085 Master of Research, 2824 Master of Laws, 2784 or 2810 Master of Laws (International Governance).

This unit analyses the state of international criminal law and its place in the modern international legal system in light of important recent developments. It discusses why a State's national criminal laws should accord with international developments. It focuses on substantive and procedural law and examines relevant international legal concepts, general principles of international criminal law, and how international criminal tribunals function. It considers particular international crimes, participation in such crimes, defences, and important recent cases such as those of Augusto Pinochet and Slobodan Milosevic.

200961.2 International Human Rights Law

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in courses 8083 Bachelor of Research Studies/Master of Research, 8084/8085 Master of Research, 2810 Master of Laws (International Governance), 2824 Master of Laws or 2826 Juris Doctor.

This unit examines the foundations of the concept of human rights under international law, how international law became concerned with the rights of individuals and the development of international measures for the protection of human rights. It examines the extent of compromise of international human rights where sovereignty, cultural relativism and political resistance preclude comprehensive incorporation of some fundamental human rights principles in domestic law. Instruments such as The Charter of the United Nations, The Universal Declaration of Human Rights, The International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights are also examined.

200963.2 International Space Law - Commercial Aspects

Credit Points 10 **Level** 7

Assumed Knowledge

Completed a law degree (Bachelor of Laws or Juris Doctor) or equivalent in any jurisdiction or have a broad understanding of both Australian and International Law. It is recommended that students without a legal qualification should review supplementary materials provided within the Learning Guide providing a summary of the Australian and International Law frameworks.

Incompatible Units

200652 - Space Law – Commercial Aspects

Unit Enrolment Restrictions

Students must be enrolled in 2824 Master of Laws, 2784 or 2810 Master of Laws (International Governance), 3735 Master of Data Science, 3699 Master of Information and Communications Technology, 3698 Master of Information and Communications Technology (Advanced) or Masters of Research courses 8083, 8084 or 8085.

This unit examines the underlying legal principles that regulate the use, exploration and exploitation of space, and how International Law can and should be applied to the many different State and private commercial uses of outer space. It examines the existing international legal regime - the five United Nations Space Treaties and key Declarations of Principles related to space activities - as well as a number of domestic regulatory systems, including the Australian legal regime. The unit also concentrates on the (many) uses and proposed uses of space for which the legal framework may not be particularly well suited.

301175.2 Internet of Things

Credit Points 10 **Level** 7

Assumed Knowledge

Students should be familiar with the fundamentals of computer networking. In particular, they should have a good understanding of the TCP/IP protocol suite, and current networking and wireless technologies. Therefore, it is strongly advisable that the students must have either taken an appropriate unit in computer networking (e.g., 300695 Network Technologies), or have equivalent knowledge.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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The Internet of Things (IoT) is drastically changing the way organisations operate and how individuals interact with the world. IoT is an infrastructure consisting of fairly constantly communicating objects, or things, that may be smart and process or act on data. The IoT facilitates detailed and meaningful interactions between humans, digital devices, and many other industrial and household equipment, appliances, and things. The IoT is also the enabler of smart environments, including smart homes, buildings, cities, transport, and healthcare, among many others. This unit discusses IoT technologies and applications in detail. It also introduces the students to trends, challenges, and key research topics in relevant areas.

102212.3 Internship and Community Engagement

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must have a minimum GPA of 5.0 and must have completed 40 credit points of study. Enrolment in this unit is at the discretion of the Director of Academic Program and/or Head of The Academy.

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From 2H 2022 this unit replaced by 800238 Citizenship and Community Engagement. The aim of this unit is to provide second/third year Academy students with an opportunity to develop professional identity through exposure to workplaces, community settings or research processes related to their chosen field of study. Students will be encouraged to identify, examine and discuss the multiplicity of leadership factors in such environments while providing work experience. This is a cross-disciplinary unit that will employ experiential learning to achieve the learning outcomes. This placement will be chosen by the student in consultation with staff of The Academy and will be undertaken either as an individual or part of a project team.

401077.2 Introduction to Biostatistics

Credit Points 10 **Level** 7

Assumed Knowledge

High school mathematics (arithmetic, formulas and algebra, reading graphs)

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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Most professions in the health sciences need to read and interpret statistics relating to individual health status, interpret health risks in communities, and engage in the evaluation of interventions, or impact of health policies or programs. Many public health practitioners are actively involved in surveillance, quantitative research and/or evaluation. This unit provides students with the fundamental skills they need to analyse and interpret results from quantitative data collections. Content includes descriptive statistics, undertaking comparisons between

groups, quantifying associations between variables, and statistical power. The unit is highly applied with the main focus being on interpretation and appraisal of statistical results and conducting analyses using statistical software.

301071.3 Introduction to Critical Thinking

Credit Points 10 **Level** 1

Unit Enrolment Restrictions

Students must have a minimum GPA of 5 and be enrolled in The Academy at Western Sydney University; i.e. students enrolled in the Bachelor of Applied Leadership and Critical Thinking or other advanced courses at the discretion of the Academy or the Dean.

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From 1H 2022 this unit replaced by 800242 Critical and Systems Thinking. This unit is designed for high-achieving students who may be enrolled in Advanced degrees or the Bachelor of Applied Leadership and Critical Thinking. This unit provides students with an opportunity to understand and develop high-level critical thinking skills; skills that are essential for success in occupations now and in the future. Students will engage with theoretical frameworks and concepts using an interdisciplinary approach, inspiring students to think and act outside the silos of their disciplines. Throughout the unit, students will consider how they think as opposed to how they think they think (biases and heuristics). They will also develop an understanding of the importance of critical thinking and ways to suppress a tendency to rationalise.

102118.1 Language and Literacy 1

Credit Points 10 **Level** 1

Equivalent Units

101486 - Language and Literacy 1 - AREP

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. The unit examines ways of enhancing children's language learning through speaking, listening, reading and writing as they begin to create and understand the oral, written and visual texts of their environment. Current literacy and language theories are examined. The diverse needs of learners are considered and appropriate teaching strategies to develop literacy skills are explored. Students will appreciate children's literature and the way it can be used to promote literacy and language learning in a variety of early learning contexts K-2. The unit prepares individuals for more advanced units involving language and literacy, and primary English teaching specialisation.

102134.1 Language and Literacy 2

Credit Points 10 **Level** 3

Equivalent Units

101494 - Language and Literacy 2

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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This unit will continue the development of students' understandings about language and literacy in a K-6 context. The unit will focus of the area of writing, including literary, factual, media and multi-media texts. Students will develop their theoretical knowledge about the teaching and learning of writing and the relationship between writing, reading, talking and listening.

102646.1 Language and Literacy in the Early Years

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) and have satisfactorily completed 80 credit points of study.

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The unit examines ways of understanding English content based on the strands of language, literature and literacy in the Australia Curriculum: English and the NSW K-6 English Syllabus. Students will understand how language skills are acquired and introduced to theories related to language and literacy learning, particularly from a sociocultural perspective. Students will explore the relationships between language, literacy and literature across a range of contexts with the focus on children in the early years, aged five to eight. Students will also develop an understanding of current theoretical and pedagogical approaches for English language teaching and learning with a focus on culturally and linguistically diverse learners. Students will determine young children's speaking, listening, reading, phonological and graphological awareness, and writing strengths and needs and develop strategies for teaching students in the early years.

102650.1 Language and Literacy in Years 3-6

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in and have successfully completed 160 credit points in the Bachelor of Education (Primary).

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The unit extends understandings of English content based on the strands of language, literature and literacy and the NSW Syllabus for the Australian Curriculum: English K-10 with a focus on years 3-6. Students will draw on contemporary theories of literacy learning and teaching, and will examine a repertoire of teaching and assessment strategies for deconstructing and constructing a range of texts in classrooms. By investigating a range of written and multimodal genres, their textual structures and grammar, students will develop their meta-semiotic awareness. This awareness is crucial when they plan to teach primary school students literacy skills related to various learning areas of the Australian Curriculum. In this unit, students' technological, pedagogical and content knowledge is

progressively enhanced to prepare them to teach innovatively with digital media with simultaneous infusion of emergent language and literacy practices.

200855.3 Leadership in a Complex World

Credit Points 10 **Level** 1

Incompatible Units

200857 Leadership and Uncertainty

Unit Enrolment Restrictions

Students must be enrolled in The Academy at Western Sydney University; i.e. students enrolled in advanced degrees or other courses at the discretion of the Academy or the Dean.

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From 1H 2022 this unit replaced by 800239 Leadership in Complexity. This unit is designed for students from Advanced Degrees who are enrolled in The Academy. The focus here is the leadership of groups and teams in a cross-disciplinary environment and its application in various contexts. The unit encourages the examination of leadership through the lens of multiple disciplines thereby broadening perspectives of leadership and inspiring students to think and act outside the silos of their disciplines. Through the unit, students will be challenged to think about preparing for unknown futures and the nature of the skill sets necessary to prepare for and respond to change and innovations.

102161.2 Leading Change

Credit Points 10 **Level** 7

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From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. 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.

102132.1 Learning Futures and Curriculum Integration

Credit Points 10 **Level** 2

Corequisite

102133.1 Indigenous Landscapes and Sustainability

Equivalent Units

101492 - Science and Technology 2

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to consolidate and extend knowledge and skills gained in previous curriculum units. Integration opportunities between different

curriculum areas will be explored and developed. The focus is on developing students' content knowledge about learning for the future as well as their understandings, skills and dispositions necessary for: planning, programming and teaching across different curriculum areas. Various approaches to planning, teaching and assessing curriculum to meet the needs of diverse learners are explored

102116.1 Learning, Teaching and Technologies

Credit Points 10 **Level** 1

Corequisite

102117.1 Professional Experience 1: Introduction to Classrooms

Equivalent Units

101484 - Introduction to Learning and Teaching

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Beginning a teacher education course requires students to orient themselves to learning and teaching in a variety of ways. This unit introduces a range of issues that are critical to effective teaching and learning. These issues centre on learning environments; the roles of teachers in schools and as life-long learners; and the responsibilities of teachers to observe and understand the children in their care, plan for individual children on the basis of diagnostic evaluations, employ teaching approaches which cater for the needs of individuals as well as the group, and employ assessment processes that empower rather than simply compare children.

102794.1 Literacy and Numeracy for Educators

Credit Points 10 **Level** 1

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary).

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The primary purpose of this unit is to equip first-year students with personal literacy and numeracy skills necessary for their academic success. This unit aims to develop students' personal literacy and numeracy skills necessary for participating in academic and professional contexts. It also supports pre-service teachers as literate and numerate citizens to strengthen positive attitudes, skills, and knowledge about literacy and numeracy roles in everyday contexts. Students will have opportunities to develop their interpersonal, verbal and non-verbal communication skills. These skills are integral to the inherent requirements of a graduate teacher who are required to undertake the national literacy and numeracy test mandated by the Australian Government. Pre-service teachers will develop confidence and competence in their understanding of the roles of literacy and numeracy in society, with particular emphasis on problem-solving and

effective communication in practical situations. Students will be provided with opportunities to develop critical self-awareness, self-regulation and the ability to organise oneself as a self-directed learner. Essential elements of academic scholarship, including information media literacy, understanding assessment, and academic integrity, will be developed.

102112.1 Literacy Skills for Teacher Education

Credit Points 10 **Level** 1

Equivalent Units

900000 - University Study Skills

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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This unit introduces students to the profession of teaching and examines key priorities that are central to the literacy demands on a teacher-educator. It aims to develop oral and written communication skills, skills in reading for academic purposes, and knowledge, skills and confidence in literacy and academic writing. The unit also provides a general orientation to University life, familiarising students with the language of tertiary institutions and the general requirements for progression and assessment.

102581.1 Literary Theory

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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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.

301070.3 Logic, Rhetoric and Argumentation

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must have a minimum GPA of 5 and be enrolled in The Academy at Western Sydney University; i.e. students enrolled in the Bachelor of Applied Leadership and Critical Thinking or other advanced courses at the discretion of the Academy or the Dean.

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From 2H 2022 this unit replaced by 800241 - Logic, Argumentation and Post-Truth. This unit is designed for high-achieving students who may be enrolled in Advanced degrees or the Bachelor of Applied Leadership and Critical Thinking. This unit provides students with a detailed understanding of logical and rhetorical arguments in order to prepare them for leadership roles in the future.

Throughout the unit, students will appraise the structure of logical and rhetorical arguments, evaluate classical arguments and critiques and assess the structure, validity and soundness of philosophical arguments.

401075.2 Major Incident Management

Credit Points 10 **Level** 3

Prerequisite

401069.1 Paramedic Practice 4

Unit Enrolment Restrictions

Students must be enrolled in 4669 Bachelor of Health Science (Paramedicine).

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This unit examines the tactical and strategic issues facing a health response team in a major incident. Students will practice team responses to critical incidents and evaluate the effectiveness of different approaches to response and recovery.

301106.2 Mathematical Investigations

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate level of knowledge in mathematics or statistics

Unit Enrolment Restrictions

Students must be enrolled in 8086 Master of Research.

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Mathematical Investigations will prepare Master of Research for students planning a future in mathematical/statistical research. Students will carry out investigations under the supervision of an academic staff member that will allow development of skills, knowledge and a way of thinking that will assist in the learning of mathematics/statistics that will prepare them for research in their chosen field of mathematics. They will also develop their written and oral communication skills, culminating in a poster presentation of significant findings as if being submitted at a mathematics/statistics conference, following that conference's directions for submission.

500072.1 Mathematical Patterns and Relationships (Block)

Credit Points 10 **Level** 1

Equivalent Units

11285 - Mathematics 1: Patterns and Relationships, A2135 - Mathematics for K-6 Teachers, 700137 - Mathematical Patterns and Relationships (WSTC), 100633 - Mathematical Patterns and Relationships, 102249 - Mathematical Patterns and Relationships

Unit Enrolment Restrictions

Students must be enrolled in 7181 Undergraduate Certificate in Early Childhood Studies

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Students will use a variety of investigative techniques to highlight the evidence of patterns and relationships in mathematics. The inherent structure of mathematics will be

approached through the examination of various mathematical systems. In addition, students will examine the nature of mathematical thought including inductive and deductive reasoning. This subject contributes directly to the achievement of a sound foundation in mathematics.

301177.2 Mathematical Proof and Reasoning

Credit Points 10 **Level** 7

Assumed Knowledge

Undergraduate level of knowledge in mathematics or statistics

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Proving and getting a new proposition by careful reasoning from given propositions, is the essence of mathematics. Proof is what makes mathematics special and eternal. This unit looks at the different methods of proof and reasoning that can be employed to verify that statements are true or not. Students will consider propositions and theorems from various areas of mathematics and look at classic, interesting and sometimes novel ways these can be proved. Successful students taking this unit will not only be able to follow and determine if a proof is correct, but become proficient at mathematical reasoning.

102751.1 Mathematics 1: Geometry, Number and Algebra Years K-6

Credit Points 10 **Level** 3

Prerequisite

102113.1 Numeracy for Teaching AND **102119.1** Early Primary Mathematics

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to enhance teacher education students' understanding of the NSW Syllabus for the Australian Curriculum: Mathematics K-10. The unit provides greater understanding of the content areas of measurement, number, geometry, algebra and statistics in the K-6 classroom focusing on years 5 and 6 and into the secondary school mathematics curriculum. The unit makes clear links to secondary school (year 7) mathematics and will develop the students' conceptual understanding of mathematics and numeracy learning progression from primary to secondary school.

301018.3 Mechanical System Design

Credit Points 10 **Level** 7

Assumed Knowledge

The students are assumed to have a good understanding on basics of mechanical design, fundamentals and advanced topics in mechanics of materials, fundamentals on fluid mechanics and heat transfer and thermal dynamics.

Unit Enrolment Restrictions

Students must be enrolled in the Master of Engineering, Graduate Certificate in Engineering or Bachelor of Research Studies / Master of Research.

Special Requirements - Essential Equipment

Engineering analysis package - SolidWorks available in SCEM Computer Labs

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This unit advances students understanding on product design and development of machine components and assemblies using systems engineering approaches. The unit covers a review on the design of main components of machinery to ensure their functionality, strength and durability, which includes drive components - gears, shafts, belt drives, and bearings, and structural components - welds and treaded fasteners. The machine assembly design is delivered based on systems engineering. Academic skills on research and communication are ensured to be achieved through conducting systems engineering approached-based mechanical system design projects.

300600.5 Mechatronic System Design

Credit Points 10 **Level** 7

Assumed Knowledge

Equivalent Bachelor of Engineering degree.

Incompatible Units

300512 - Servo Systems Design (PG), 300191 - Mechatronic System Design

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

Special Requirements - Essential Equipment

vUWS site SCEM Computer Lab SolidWorks MS Office Suite ANSYS MDSIGN

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This unit will advance the skills of mechanics, mechanical systems and automation in the practice of engineering design as applied to mechatronic devices and systems. The ability to perform detailed design analysis of machine elements as well as control systems as applicable to manufacturing and process machinery is the intended outcome of undertaking this unit and project-based tasks will form part of the learning process and team work experience.

800192.1 Neuroscience Methods

Credit Points 10 **Level** 7

Assumed Knowledge

Students should have at least background/undergraduate knowledge in one or more of the following: mathematics, biology, chemistry, physics, physiology, electronics or similar

Equivalent Units

800172 - Quantitative Methods in Neuroscience

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A multidisciplinary team will provide an introduction to several aspects of neuroscience including cellular, computational, behavioural and biomedical neuroscience. The program will provide a strong foundation in modern neuroscience for those wishing to pursue further independent research in the field. With a focus on real-world neuroscience research, topics include introductory biology, computational modelling, biosignal acquisition, signal processing and data mining. The unit will include lecture and laboratory work.

102662.1 New Genres in Research Writing

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit focuses on new, innovative, interdisciplinary genres of writing arising after the putative end of critique and with the rise of non-representational thought. These new writing practices mix genres and meld theoretical, critical and creative modes. Focusing on fictocriticism, creative nonfiction, documentary fiction and the multi-media essay, we explore the experimental ethos and affective and new materialist methodologies to which these forms lend themselves. Students will develop a body of original creative-critical work in any genre through a series of seminars and writing workshops.

102641.1 Numeracy and Mathematics in the Early Years

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must be enrolled in the B Education (Primary) and have successfully completed 80 credit points.

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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.

102649.1 Numeracy and Mathematics in Years 3-6

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in and have successfully completed 160 credit points in the Bachelor of Education (Primary).

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This unit explores pedagogy specifically relating to the teaching and learning of primary mathematics in years 3 - 6. This unit is one of 16 units that provide opportunities for

students as Pre-service Teachers to prepare for their future employment as a teacher and to engage with the key elements of the New South Wales Education Standards Authority (NESA). Students will develop skills in pedagogy and practice within the area of primary mathematics. The knowledge and skills developed in the other units of study in the course can be applied in this unit and the knowledge and skills developed in this unit can be applied in other units in the course.

102113.1 Numeracy for Teaching

Credit Points 10 **Level** 1

Equivalent Units

101504 - Numeracy for Teaching

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit considers beginning teachers' own mathematics skills and knowledge and how they can use them to support their own numeracy. Primary school teacher education students need to feel confident and competent in their understanding of mathematics as well as in mathematics pedagogy. Students will use a variety of investigative techniques to increase their experience of patterns and relationships in mathematics. The inherent structure of mathematics will be approached through the examination of various mathematical systems and their relationship to the current mathematics K-6 syllabus. Mathematics is specifically taught within this unit to develop professional skills required to meet the demands of primary classroom teaching.

102643.1 Pedagogy and Praxis for Aboriginal and Torres Strait Islander Education

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must be enrolled in course 1876 Bachelor of Education (Primary) and must have satisfactorily completed 80 credit points in their course.

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This unit is designed to meet the needs of students learning how to apply the theories of Aboriginal and Torres Strait Islander pedagogy in an engaging and practical way. It investigates the current knowledge base for teaching Aboriginal and Torres Strait Islander children in primary school settings and informs students how they can apply these theories to develop their own practice. This unit provides a basis to understanding the background of historical Aboriginal and Torres Strait Islander teaching and learning strategies and how these relate to contemporary teaching and learning in schools. The unit specifically relates the protocols of successfully working with Aboriginal children, families and communities in educational settings to maximise learning outcomes for Aboriginal and Torres Strait Islander students.

300196.5 Personal Communication Systems

Credit Points 10 **Level** 7

Assumed Knowledge

Communications Systems. Digital Communications.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit covers the design fundamentals of cellular systems, including frequency reuse, channel assignments, radio wave propagation in mobile environments, modulation techniques, coding techniques, spread spectrum and multiple access. It includes topics from emerging wireless technologies, and third-generation mobile communication systems and standards.

102616.1 Philosophy and Literature

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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The relationship between philosophy and literature is as old as philosophy itself. In fact, philosophy begins and defines itself in Ancient Greece by setting itself apart from literature – specifically, epic and tragic writings – and claiming for itself a more original role in the effort to understand what is true, what matters, and how one should be with others. From Ancient Greece, through Hellenism and the Roman world, and into the Medieval and Modern periods there was an enduring concern in philosophical traditions with literature, literary themes, and questions of style. However, at the end of the Modern period the concern with literature became so pronounced that philosophers began to write literary texts and to experiment with new styles of expression. Beginning with Kierkegaard and Nietzsche, and moving up to Sartre and Camus, this question of the relation of philosophy and literature has become a central concern of many contemporary philosophical traditions. This unit will be devoted to exploring both the history of this relation between philosophy and literature, as well as looking more carefully at various moments in that history.

102582.1 Philosophy of History and Politics

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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What is History? What justifies the State? These questions have been an object of inquiry as much for philosophers as for historians and political theorists. Large socio-political forces were at work during the Enlightenment and philosophers like Rousseau and Kant sought to understand these movements philosophically. For Rousseau, the lens was genealogical as he worked to produce a "natural history" of politics and society; for Kant, the historical lens was teleological as he narrated instead a philosophical history full of notions of progress and improvement. In the 19th century, philosophers like Hegel and Marx were

concerned to think about history and politics as a dialectical movement, while Nietzsche applied Darwin's new theory of evolution to his understanding of history and morals alike. The great shockwaves wrought by the two World Wars of the 20th century brought new philosophical writers to the problems of history and politics, though now with an eye back toward the seemingly failed vision of inevitable progress so successfully peddled by the Enlightenment. This philosophical tradition and its changing approaches to history and politics will be the focus of this unit.

102619.1 Philosophy of Nature

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

This unit examines questions and problems concerning the concept of nature or 'naturalness'. What does it mean to call something 'natural' and how are natural things to be distinguished from artificial things or things that are human made? How does technology influence our understanding of nature? What are the ethical implications arising from human relations with the natural world? As well learning time-honoured answers to such questions, students will appreciate the practical relevance of philosophical theorising about nature.

102620.1 Philosophy, History and Interpretation

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

The focus of this unit will be a topic, or range of topics, particularly relevant in philosophy, which will be analysed both in their historical context and through subsequent interpretations by other philosophers or philosophical traditions. The unit will combine the hermeneutic interpretation of texts together with conceptual and argumentative analysis. Close attention will be paid to the language and systematic content of the philosophical issues examined. Moreover, students will be guided in factoring in the historical situation both for the philosopher (s) examined and for us as interpreters.

300197.5 Power System Planning and Economics

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

This unit covers planning techniques for energy and electrical power systems. It also covers the economics of various options and reliability of electrical power systems.

102618.1 Practical Philosophy

Credit Points 20 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

The unit Practical Philosophy deals with the application of philosophical understanding to human activity. 'Practical philosophy' in principle encompasses questions of the meaning and appropriateness of various practices, as well as theoretical questions about the nature of practices themselves, questions such as 'What should we do?' and 'What is it that we are doing?' The unit may thus involve considering philosophical perspectives on ethical, political, educational, and legal questions, and more abstract considerations relating to practices such as the philosophy of action.

102639.1 Primary Professional Experience 1: Working in Classrooms

Credit Points 10 **Level** 2

Corequisite

102637.1 Being a Teacher

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) and have successfully completed 80 credit points.

This unit is designed to introduce students to the practical and pedagogical perspectives of becoming a teacher in the primary school context. As Pre-service Teachers, students will engage in the culture of schools to gain an understanding of how schools and classrooms operate. This professional experience provides opportunities for students to observe and engage in classroom organisation, classroom management strategies, lesson planning and delivery, and student/teacher interactions. Primary Professional Experience 1: Working in Classrooms has a two week (15 day) placement component.

102648.1 Primary Professional Experience 2: Working with Assessment Data for Instruction

Credit Points 10 **Level** 3

Prerequisite

102639.1 Primary Professional Experience 1: Working in Classrooms

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) and have satisfactorily completed 160 credit points.

This unit focuses on student data and assessment in relation to Pre-service Teachers' curriculum specialisation. As Pre-service Teachers, students will develop the capacity to interpret student assessment data to inform their teaching as well as develop knowledge of formal and

informal assessment strategies. The unit has a two week (15 day) placement component, which provides opportunities to examine and interpret student data to inform planning and teaching. It also has one day on campus. Students will employ formal and informal assessment strategies to support student learning and inform teaching. Students are required to analyse their own learning in relation to the Graduate Teacher Standards as a review of the progress of their Learning Portfolio is undertaken in this unit.

102656.1 Primary Professional Experience 3: Engaging with Diverse Students and Communities

Credit Points 10 **Level** 3

Prerequisite

102648.1 Primary Professional Experience 2: Working with Assessment Data for Instruction

Unit Enrolment Restrictions

Students must be enrolled in and have successfully completed 240 credit points in the Bachelor of Education (Primary).

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This unit provides students with the opportunity to participate in a 20-day professional experience set in the context of their future profession and under the supervision of qualified teachers. As Pre-service Teachers, students will develop an understanding of diverse learners within specific school and classroom contexts. Individual students' strengths, needs and learning styles will be identified to support the design and delivery of teaching experiences that will enhance engagement and learning. The unit also gives students an opportunity to reflect on the processes involved in the teaching cycle, and refine their competencies as beginning teachers. Students are required to analyse their own learning in relation to the Graduate Teacher Standards as a review of the progress of their Learning Portfolio.

102659.1 Primary Professional Experience 4: Transition into the Profession

Credit Points 10 **Level** 4

Prerequisite

102656.1 Primary Professional Experience 3: Engaging with Diverse Students and Communities

Unit Enrolment Restrictions

Students must be enrolled in and have successfully completed 240 credit points in the Bachelor of Education (Primary).

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Students will participate in a 30-day professional experience set in the context of their future profession and under the supervision of qualified teachers. This is the final professional experience unit in your degree. The completion of this Professional Experience recognises you as a conditionally qualified teacher. This unit aims to recognise your shift from pre-service teacher to beginning teacher. 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. The unit is designed to develop your professional identity and the importance of continued professional learning, the relationship between professional and community organisations in supporting educators, and how these influence student outcomes. It will build awareness of skills and practices that will help facilitate preservice teacher's personal wellbeing and resilience in their teaching career. 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. In line with primary teaching specialisation requirements, your professional experience may focus on teaching, evaluating and assessing in the subject area of Science and Technology. Students are required to analyse their own learning in relation to the Graduate Teacher Standards through the completion of a Learning Portfolio and the TPA (Teaching Performance Assessment).

200964.1 Principles of International Law

Credit Points 10 **Level** 7

Assumed Knowledge

Bachelor of Laws or equivalent qualification

Unit Enrolment Restrictions

Students must be enrolled in courses 8083 Bachelor of Research Studies/Master of Research, 8084/8085 Master of Research, 2824 Master of Laws, 2784 or 2810 Master of Laws (International Governance).

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This unit explores the nature, role and characteristics of international law; the concepts of statehood; sovereignty and jurisdiction; the relationships between domestic and international law; the role of law and treaties; and the role of international organisations such as the United Nations and International Court of Justice. The unit also examines contemporaneous and contentious issues of international law.

301365.1 Probabilistic Graphical Models

Credit Points 10 **Level** 7

Assumed Knowledge

Probability, Linear Algebra, Basic Programming

Prerequisite

301114.2 The Nature of Data

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Modelling data provides us with a method for inference, but there are many occurrences when interest lies in the reasoning behind the decision making. In this unit, students learn to model processes and the reasoning behind the processes using probabilistic graphical models. The unit investigates the construction and application of model-based approaches for complex systems. Students will manually create models based on prior knowledge and investigate methods of learning model structures from data, which can be used to make decisions under uncertainty. Topics covered include Monte Carlo Methods, Decision Theory, Bayesian networks, Markov networks, and the use of information theory.

102117.3 Professional Experience 1: Introduction to Classrooms

Credit Points 10 **Level** 1

Equivalent Units

101485 - Professional Experience 1: Introduction to Classrooms

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to introduce students to the characteristics of classrooms and curriculum implementation. Students will explore the structure of teaching, learning and curriculum in all key learning areas, with a particular focus on literacy and numeracy. They will examine the perspectives which influence the curriculum and the way in which curriculum is interpreted in the classroom environment. The unit will assist students in commencing the development of their professional portfolio with a ten day's practicum, focusing on professional experience and the work of teachers in primary classrooms.

102128.2 Professional Experience 2: School-based Learning

Credit Points 10 **Level** 2

Equivalent Units

101498 - Professional Experience 2 School-based learning (AREP)

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Students will have 20 days placement in schools. During these days students will work in partnership with classroom teachers to further develop and begin to put into practice their knowledge of curriculum and pedagogy. Students will observe classrooms, assist individuals and groups of students with their learning, and begin to teach lessons. By the end of the unit students will have taught lessons in all of the Key Learning Areas, assessed student learning and evaluated their teaching.

102750.2 Professional Experience 3

Credit Points 10 **Level** 3

Prerequisite

102117.1 Professional Experience 1: Introduction to Classrooms AND **102128.1** Professional Experience 2: School-based Learning

Incompatible Units

102137 - Professional Experience 3: Engaging with the Profession

Unit Enrolment Restrictions

Students must be enrolled in the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is a 10 credit point unit. The unit is designed to enable students to have direct experience of teaching in schools, building towards a final professional experience. The Professional Experience stream integrates with the curriculum content and pedagogy delivered in other course units. The rationale behind this Professional Experience unit is to give students the opportunity to synthesise and apply their knowledge and skills from all previous units for a total of 20 days. The teaching block will enable students to build or cement relationships with a school community. Teacher Education students will be able to consolidate their teaching through the integration of theory and practice as their final preparation as beginning teachers.

102137.1 Professional Experience 3: Engaging with the Profession

Credit Points 20 **Level** 3

Prerequisite

102117.1 Professional Experience 1: Introduction to Classrooms AND **102128.1** Professional Experience 2: School-based Learning

Corequisite

102138.1 Classroom Inquiry and improving professional practice AND **102136.1** Understanding and Teaching in Context

Equivalent Units

101503 - Professional Experience 4: Engaging with the Profession

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

In 2020 this unit replaced by 102750 - Professional Experience 3. The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is a 20 credit point unit and is taught over two semesters. The unit is designed to enable students to have direct experience of teaching in NSW schools, building towards a final professional experience. The Professional Experience stream integrates with the curriculum content and pedagogy delivered in other course units. The rationale behind this Professional Experience unit is to give students the opportunity to synthesise and apply their knowledge and skills from all previous units in the same school over two blocks, for a total of 25 days. The first block, for 10 days will enable students to build or cement relationships with a school community. The second block, for 15 days in the same school, will allow students to consolidate their teaching through the integration of theory and practice as their final preparation as beginning teachers.

102141.8 Professional Experience 4: Teaching in Country

Credit Points 10 **Level** 3

Prerequisite

102117.2 Professional Experience 1: Introduction to Classrooms AND 102128.1 Professional Experience 2: School-based Learning AND 102750.1 Professional Experience 3

Equivalent Units

101502 - Professional Experience 3: Teaching in Context - AREP

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit will build on previous Professional Experience in the course. Students will be placed for 30 days in one of the partner local/regional/rural schools with a high Aboriginal and Torres Strait Islander student population. Students are required to develop skills related to effective planning, programming, evaluating and teaching in a teaching context, which will be assessed against the Graduate Teacher Standards and as part of their Teaching Performance Assessment (TPA). Students will experience how school and classroom curricula and policy are influenced by the nature of the school's community.

102574.2 Public Health in Complex Emergencies (Advanced)

Credit Points 10 **Level** 7

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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.

102798.1 Reading Children's Literature and Digital Texts

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must have successfully completed 240 credit points in the Bachelor of Education (Primary).

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In this unit students will gain knowledge and understanding about using children's literature and digital texts to teach reading, critical literacy, comprehension, media literacy and how texts convey meaning through choices in language (written) and images (visual). It will explore how children's literature and digital contexts can be used in a K-6 classroom for the teaching of the mechanics of reading, information literacy, comprehension skills (literal, implied, inferential), text design and the social construction of texts. It will develop students deeper understanding of the four resources model of reading and viewing: text decoder, text participant, text user and text analyst. This unit will examine literature experiences and practices in digital environments and the principles of interactivity, connectivity and access that now characterise the reading experience in the digital age. Through the unit, students will be introduced to a language to talk about both written and visual texts by focusing on the meaning making resources used in constructing the texts.

800228.1 Research Internship and Engagement

Credit Points 10 **Level** 7

Prerequisite

800218.1 Researcher Development 1: Reading, Writing, and the Business of Research

Equivalent Units

800176 - Internship and Community Engagement (PG)

Unit Enrolment Restrictions

Students must be enrolled in 8083 Bachelor of Research Studies or 8084/8085 Master of Research. Internship or work placement must be agreed between student and unit coordinator prior to student enrolling in the unit.

Special Requirements - Essential Equipment

Any Internship/work placement site requirements. For example safety gear.

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The aim of this unit is to provide MRes candidates with a research development and training opportunity through a cross disciplinary, supportive, experiential learning environment. Through exposure to workplaces, research institutes, community settings, and research processes, students will have the opportunity to apply their research and technical skills and develop their professional identity in their chosen field of research. The placement will be chosen by the student in consultation with the unit coordinator and will be undertaken either as an individual or part of a project team. If students enrolled in B Research Studies/M Research wish to take this unit before having completed the prerequisite unit 800218 Researcher Development 1: Reading, Writing, and the Business of Research, contact the unit coordinator to obtain permission to complete a rule waiver (this will be on a case by case basis only).

102728.1 Research into Practice: bridging the clinician-researcher divide in applied and creative therapies

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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Evidence Based Research (EBR) can inform excellence in clinical practice in order to best meet the needs of our clients and patients. How we choose and use this research is critical, as is the way that we understand ourselves to be a researcher, beyond our practitioner identity. If you are seeking to translate benchtop research (basic laboratory approaches) into applied research practice, and if you are transitioning towards a new identity as a clinician-researcher, this is the unit for you. Our applied research focus considers broad applications relevant to the creative arts therapies, verbal therapies, allied and other health professions, by looking at research processes which ultimately improve practice in the 'real world'.

301387.1 Research Preparation in Post Graduate Studies

Credit Points 10 **Level** 7

Equivalent Units

301004 - Research Preparation in Post Graduate Studies

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Life is research! This unit introduces students to the nature of research and why it is essential to today's way of living. What are the current and big questions in research? How to prepare for conducting a research in various areas? What are the differences between study, investigation and research? In this unit, the main emphasis will be on different types of modern research and their methods/ methodologies with special emphasis on Science, Technology, Engineering & Mathematics (STEM). This unit will also encompass various advanced tools that support research, its writing styles, publication channels and research ethics. Key elements of good research design are also introduced as well as the concepts of intellectual property and commercialisation.

301069.3 Research Stories

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must have a minimum GPA of 5 and be enrolled in The Academy at Western Sydney University; i.e. students enrolled in the Bachelor of Applied Leadership and Critical Thinking or other advanced courses at the discretion of the Academy or the Dean.

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From 1H 2022 this unit replaced by 800240 Knowledge Journeys. This unit is designed for high-achieving students who may be enrolled in Advanced degrees, or the Bachelor of Applied Leadership and Critical Thinking. Narrative inquiry and story-telling is growing in popularity across disciplines as a way of collecting, analysing and presenting

complex data. Students will be challenged by the complexity of narrative sense-making and the relationship between personal and cultural narratives (as well as counter-narratives). By following the research journey rather than only the 'outcomes' we can learn from mistakes in the research process and find solutions to real world problems. This unit prepares students with the interdisciplinary research skills needed for the careers of tomorrow.

800218.2 Researcher Development 1: Reading, Writing, and the Business of Research

Credit Points 10 **Level** 4

Equivalent Units

800166 - Research Design 1: Theories of Enquiry

Unit Enrolment Restrictions

Students must be enrolled in 8083 Bachelor of Research Studies/Master of Research, 8084 Master of Research (High Cost) or 8085 Master of Research (Low Cost), 8119 Bachelor of Research Studies (Planning), 1712 Master of Planning, 3702 (8112) Master of Information and Communications Technology (Research), 1870 Master of Chinese Cultural Relations, 1883 Master of Cross-cultural Relations or 3761 Master of Architecture (Urban Transformation).

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Research is the process of using knowledge to generate new understandings of the world. Research is also a social enterprise, with communities and norms of behaviour, and is an industry that is shaped by numerous cultural and economic forces. Taking a holistic approach that includes general research skill development, this unit focuses on four main topics: (1) critical reading, (2) effective writing, (3) research as a professional industry, and (4) the ethics of stewardship and personal responsibility. The unit equips students with vital skills that underpin their discipline-specific learning, and lays the ground for their development as professional researchers.

800220.3 Researcher Development 2: Proposing and Justifying Research

Credit Points 10 **Level** 4

Prerequisite

800218.1 Researcher Development 1: Reading, Writing, and the Business of Research

Equivalent Units

800169 - Research Design 2: Practices of Research

Unit Enrolment Restrictions

Students must be enrolled in 8083 Bachelor of Research Studies/Master of Research, 8084 Master of Research (High Cost) or 8085 Master of Research (Low Cost), 8119 Bachelor of Research Studies (Planning), 1712 Master of Planning, 3702 (& MICTRES/8112) Master of Information and Communications Technology (Research), 1870 Master of Chinese Cultural Relations or 1883 Master of Cross-cultural Relations or 3761 Master of Architecture (Urban Transformation)

An essential skill required by researchers is the ability to propose research and justify it in a persuasive manner. Through interactive workshops, Researcher Development 2 helps students develop and refine a research proposal. The unit includes workshops on research ethics that will help students articulate the significance and relevance of their work and will assist those requiring ethics clearance. The written proposal is defended through the oral Presentation of Proposal (POP). After successful completion of this unit, students will have demonstrated an ability to design and justify a research project in their discipline.

800195.2 Researching our Changing Environment

Credit Points 10 **Level** 4

Unit Enrolment Restrictions

Students must be enrolled in course 8083 Bachelor of Research Studies/Master of Research

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This unit focuses on learning to critically evaluate current research in topics under study at the Hawkesbury Institute for the Environment and how advanced scholarship in your field of study is conducted. The Hawkesbury Institute for the Environment spans a broad set of fields from soil microbial genomics and microbial ecology to the biogeochemistry, ecology and physiology of plants and microbes, animal ecology and evolution, to ecosystems, landscapes and Australia-wide processes. Teaching sessions are designed around a thematic cross-section of research within HIE, representing many of these areas. The unit also involves enhancing skill in evaluating appropriate research methodologies for asking questions and testing hypotheses, including an introduction to some of the large-scale research facilities within HIE that students may be involved with.

800216.1 Researching Post-Capitalist Possibilities (PhD Summer School)

Credit Points 10 **Level** 7

Assumed Knowledge

Students should have a working understanding of their disciplinary field at graduate level and familiarity with different social theoretical and methodological traditions in order to get maximum course benefit.

Unit Enrolment Restrictions

Students must be enrolled in a Masters by research or PhD and must obtain permission from the Unit Coordinator to enrol in the unit.

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Researching Post-Capitalist Possibilities offers HDR students the opportunity to explore how the humanities and social sciences can play a role in making other worlds possible. It develops the thinking capacities we need as scholars to shape the world and reviews the ethical responsibilities that come with this work. It offers an opportunity to work with scholar members of the Community Economies Collective within the Institute for Culture and Society (ICS) who have been thinking outside or beyond capitalist relations since the publication of J.K.

Gibson-Graham's *The End of Capitalism (As We Knew It)* in 1996.

102657.1 Researching Professional Practice

Credit Points 10 **Level** 4

Unit Enrolment Restrictions

Students must be enrolled in and have successfully completed 240 credit points in the Bachelor of Education (Primary).

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The unit is designed to develop students' skills and expertise in investigating their own teaching in Science and Technology. The unit facilitates a researcherly disposition towards their own professional practice. Students will focus on a specific aspect of their teaching practice related to the concept of engagement and critically reflect upon their own evolving professional identity, philosophy and practice. The unit draws upon key principles and methods of participatory action research to facilitate students' skills and expertise as teacher-researchers. Students will plan an action research proposal that could be implemented in their future practice.

800196.1 Rethinking Culture and Society

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

This unit is considered mandatory for students supervised within the Institute for Culture and Society

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This unit explores key ideas in social and cultural analysis – such as culture, society, experience, power, nature, local/global, etc – as a way of helping students think through their own research projects. It draws on an approach to cultural and social research, developed at the Institute for Culture and Society, which addresses the contradictions of a world that is increasingly globalised, culturally diverse and technologically mediated. A key aspect of this approach is to revisit the central concepts of social and cultural theory, linked to an overview of existing approaches, developing skills of critical analysis and reflecting on the challenges of interdisciplinarity, methodological pluralism, cultural complexity and engaged research.

401085.2 Scholarship for Practice Change in Health Care

Credit Points 10 **Level** 7

Equivalent Units

400807 - Transforming Nursing Practice

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

Special Requirements - Essential Equipment

Students must have access to the internet and a computer.

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The transformation of practice in healthcare is facilitated when information about creative and innovative practice change and development is documented, disseminated and critiqued through professional channels such as peer reviewed journals, conference papers, discussion papers or

project reports. In this unit students will be provided with an opportunity to produce a scholarly piece of work that will disseminate information about transforming practice and improving patient care. The unit aims to enhance scholarly communication skills, provide a vehicle for demonstrating leadership by informing the health professions of innovative solutions for practice change.

102123.2 Science and Technology

Credit Points 10 **Level** 2

Equivalent Units

101488 - Science and Technology 1

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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This unit is designed to introduce the NSW Syllabus for the Australian Curriculum: Science K-10 (incorporating Science and Technology K-6), with a focus on K-2. The significance of children's views is emphasised in the selection, design and sequencing of activities for primary students in the development of science and technology experiences. Scientific concepts are considered in the context of distinct but related science and technology areas of built environments, information and communications, living things, natural phenomena, products and services, and Earth and its surroundings. Relevant science and technology content, together with strategies useful in developing primary science and technology knowledge, understandings, skills, processes, values and attitudes will be explored. The tutorials and assignments are designed to place student teachers in situations where they can focus on themselves as learners and to reflect on the implications of their learning and the learning of others in their future professional practice.

102753.1 Science and Technology 2

Credit Points 10 **Level** 3

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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This unit is designed to enhance prior work in the science and technology areas with a particular focus on the primary years: 3 – 6. The significance of children's views is emphasised in the selection, design and sequencing of activities for primary students in science and technology experiences through the four content areas: Biological sciences, Chemical sciences, Earth and Space sciences and the Physical sciences. Emphasis will be given to Aboriginal and Torres Strait Islander science elaborations and to develop authentic locally driven, land based teaching of content and classroom resources.

102644.1 Science and Technology in the Primary Years

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) and have successfully completed 80 credit points.

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This unit introduces students to the NSW Syllabus for the Australian Curriculum: Science and Technology K–6. It focuses on developing students' pedagogical content knowledge appropriate for teaching science and technology to learners in the primary years. This unit demonstrates how scientific and technological learning experiences can be developed to cater for the needs of the diverse groups of learners in primary schools, including English as an Additional Language or Dialect (EAL/D), Aboriginal and Torres Strait Islander and low socioeconomic status (SES) learners. Students will also focus on themselves as learners and reflect on the implications of their learning and the learning of others in their future professional practice.

102209.1 Scientific Discovery and Invention

Credit Points 10 **Level** 2

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Scientific discovery and inventions have made a significant impact on contemporary society. Science is a dynamic, futures oriented, collaborative human endeavour arising from curiosity and interest. In this unit students explore science as a distinctive way of thinking about and explaining events and phenomena. This unit aims to develop students' understanding of the creativity of science and technology concepts and investigative and innovative processes. As the unit also aims to investigate the impact of scientific discoveries and inventions on society, students will examine how various perspectives, such as cultural (including Australian Aboriginal and Torres Strait Islander) perspectives, explain natural phenomena. This unit will benefit students interested in teaching as a career to design authentic learning programs that explore how scientific discovery and invention are applied in everyday life.

102821.1 Scientist, Artist, Teacher

Credit Points 10 **Level** 1

Unit Enrolment Restrictions

Students must be enrolled in 1876 Bachelor of Education (Primary).

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This unit is designed to develop pre-service teachers' efficacy and identities in the content area of science and the arts. Building on the concepts of teaching-artists and scientist-as-teacher this unit gives future teachers agency to create innovative and transformative learning experiences for the primary classroom. In this unit students build on their content knowledge in science and the arts, as developed in the units Science and Technology in the Primary Years, and Creative Arts Education. They will develop science, performing arts (dance, drama and music), visual arts and media arts skills which can enhance

their repertoire for the classroom. This unit will additionally explore the intersection of science and the arts, developing knowledge of creativity, aesthetics, innovation, artistic and scientific processes. It has been designed to give all students the opportunity to develop their knowledge, understanding, skills, confidence and competence in the science and the arts in discrete and integrated forms.

200980.1 Security of Ideas

Credit Points 10 **Level** 7

Prerequisite

Students enrolled in 2784/2810 Master of Laws (International Governance) must have successfully completed the prerequisite unit 200901 Legal Philosophy and Methodology.

Corequisite

Students enrolled in 3748 Master of Information Governance must be enrolled in or have successfully completed the corequisite unit 200432 Commercial Law.

Unit Enrolment Restrictions

Students must be enrolled in 2824 Master of Laws, 2784 or 2810 Master of Laws (International Governance), 3748 Master of Information Governance, Bachelor of Research Studies or Master of Research.

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This unit provides an introduction and overview of the legal principles of intellectual property law, and traces the development of this law in Australia. The modules consider the different forms of intellectual property including copyright (including moral rights and performers protection), designs, patents, plant breeders rights, trade mark law, passing-off and related actions, domain name law, confidentiality, circuit layouts, the historical development of intellectual property, and the international intellectual property framework (including World Intellectual Property Organization (WIPO) and World Trade Organization (WTO)).

200898.3 Seminal Papers in Business

Credit Points 10 **Level** 4

Unit Enrolment Restrictions

Students must be enrolled in course 8083 Bachelor of Research Studies/Master of Research.

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The aim of this unit is to develop skills in applying rigorous analysis and critical assessment to research-debates in business disciplines through an examination of seminal literature in particular business fields which often embrace conflicting theoretical approaches. This will provide candidates with the advanced skills needed to critically analyse debates in a business discipline, while also enabling them to gain more familiarity with theories, issues, and problems in a particular research area. Seminal business papers will be analysed through a balanced and constructive critique of their strengths and weaknesses, providing suggestions for how the work might be extended or improved. From this unit, students will be able to apply the rigorous analytical skills to their own work.

102194.3 Social Research in the Digital World

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit provides a critical introduction to the opportunities and challenges of digital social research as well as the theoretical, methodological, and ethical implications of carrying out research in and on the digital. The social web provides researchers both with a tool and an environment to explore the intricacies of everyday life. In this unit, students will be immersed in online environments to further understand the theoretical, methodological and ethical issues of social research in the digital world. Through such activities, students participate as active digital researchers in online social science spaces to result in a professional online web presence and an in depth understanding of current and future research trends in digital social research.

102629.1 Sociology for Educators

Credit Points 10 **Level** 1

Unit Enrolment Restrictions

Students must be enrolled in 1876 Bachelor of Education (Primary)

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This unit includes the study of society, culture, gender, ethnicity, sexuality and social class. It explores sociological understandings of the impact of the social on individuals and how this influences education, knowledge, society and change. The unit addresses the diverse needs of children in complex contexts. It provides students with opportunities to reflect on universal assumptions often imposed on children, families and communities, through applying analytical tools and developing their professional identity as critical reflexive educators.

301248.3 Space Instrumentation, Technology and Communication

Credit Points 10 **Level** 7

Assumed Knowledge

Knowledge of Mathematics equivalent to 2-unit HSC, and experience with the use of computer software such as Excel or Word would be beneficial. Previous experience of statistics or computer programming will be an advantage but is not essential.

Unit Enrolment Restrictions

Student must be enrolled in a postgraduate course.

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The Space Instrumentation, Technology and Communication unit is focussed on the application of space technology in industrial settings. Its main objective is to provide a sound knowledge of the underlying principles which form a thorough basis for careers in space technology, satellite communications and related fields. This unit gives the student grounding in the technologies used in space science. By considering the underlying

scientific principles and case studies of the instrumentation used in space, students will not only understand the current state of the art in space science, but also the foundations of the field in order to be able to stay current in this fast-moving field. Content includes but is not limited to: Imaging, Detectors, Principles of Communication, and Principles of Space Technology.

301249.2 Space Science, Planetary Science and Meteorology

Credit Points 10 **Level** 7

Assumed Knowledge

Knowledge of Mathematics equivalent to 2-unit HSC, and experience with the use of computer software such as Excel or Word would be beneficial. Previous experience of statistics or computer programming will be an advantage but is not essential.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit examines the six key priorities of the Australian Space Agency: communication, space debris monitoring, navigation and positioning, Earth observation, space technology research and development, and remote asset management. Students will examine the Sun and Solar System, planetary science, meteorology, and the physics of rockets and satellites. Students will explore the interconnections between the Earth land, ocean, atmosphere, and life of our planet in the era of modern satellite technologies. These include the critical review of our understanding about the cycles of water, carbon, rock, and other materials that continuously shape, influence, and sustain Earth and its inhabitants. Students will also be able to design new models of the cyclical interactions between the Earth system and the Sun, Moon and will discover the fundamental processes which define our Universe and our planet.

102379.1 Special Topics in Philosophy

Credit Points 20 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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The Special Topics in Philosophy unit engages with current debates and developments in philosophy. These contemporary debates will be contextualized within the historical and conceptual framework of the continental tradition of philosophical inquiry. Engagement with contemporary topics in philosophy and the most recent developments in the field will enable students to find what is innovative and original in their own thought and field of research.

301002.3 Specialised Software Applications

Credit Points 10 **Level** 7

Equivalent Units

300513 - Engineering Software Applications

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course. Please note: Students enrolled in 3693 Master of Engineering must select the campus offering, not the online mode.

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This unit offers several streams of practical applications in engineering and industrial design software. Students get to choose a software application stream depending on their key program. Lectures and assignments are delivered online and are enhanced by face to face contact with stream coordinators. Emphasis is placed on teaching students practical software applications skills relevant to industry needs.

401176.1 Statistical Methods in Epidemiology

Credit Points 10 **Level** 7

Assumed Knowledge

High school mathematics (arithmetic, formulas and algebra, reading graphs)

Prerequisite

401077.1 Introduction to Biostatistics

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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Statistical ideas are integral to the conceptual basis of epidemiology and provide the tools needed to interpret epidemiological information and conduct epidemiological studies. Most professions in the health sciences need to be able to read and interpret statistics relating to individual and population health status and health risks, and to identify appropriate statistical methods to evaluate interventions, health policies and programs. Many public health practitioners are actively involved in surveillance, quantitative research and/or evaluation. This unit aims to support students to reach a level of proficiency in the selection of appropriate statistical methods to address specific research questions with a given dataset, conduct the selected analysis, interpret the results appropriately and draw valid and insightful conclusions about the research question.

102797.1 STEM Principles and Practices in the Primary Years

Credit Points 10 **Level** 3

Assumed Knowledge

1. Mathematics K-10 Syllabus (2012) 2. Science & Technology K-6 Syllabus (2017)

Unit Enrolment Restrictions

Students must be enrolled in and have successfully completed 160 credit points in the Bachelor of Education (Primary).

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The purpose of this unit is for students to gain exposure to authentic contexts for integrating science, technology, engineering and mathematics (STEM) and to develop

knowledge and skills with designing and implementing STEM learning experiences. Students will have the opportunity to complete authentic interdisciplinary STEM tasks, 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.

300939.4 Sustainability and Risk Engineering (PG)

Credit Points 10 **Level** 7

Assumed Knowledge

Engineering problem solving skills.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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Analysis of sustainability with engineering perspective is increasingly becoming important in the modern world. Also, in the future sustainability will include risk engineering. Hence, engineers with in-depth understanding of different tools that can be used for both sustainability and risk analysis will have significant competitive edge in their future career. The main objective of this unit is to introduce different tools available for sustainability and risk analysis in various engineering applications. The content includes renewable/alternative energy systems, energy/resource efficiency, sustainable/green buildings, sustainable transport and infrastructure, sustainable water management, environmental management systems, sustainability reporting, life cycle analysis, probability/reliability theory, risk assessment models, overall system analysis.

301003.3 Sustainable Systems

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course

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This unit teaches students the essential tools available to achieve environmental sustainability in various engineering/construction/industrial design professional settings. The focus of the unit is on the application of the tools and exploration of Australian regulatory and sustainable development practices.

102796.1 Teachers as Change Makers

Credit Points 10 **Level** 2

Unit Enrolment Restrictions

Students must have completed 40 credit points to enrol in this unit.

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Through engaged learning, Teachers as Change Makers builds professional teaching skills by enhancing pre-service teachers' understandings of the clientele with whom they will be professionally involved as teachers. This unit includes a practical component requiring a minimum of 25 hours of engaged learning in primary schools that provide

support to children from a range of diverse backgrounds and experiences. Through practical experience such as learning support programs, the unit explores the criticality of ethical understandings and teaching practices that may influence the educational outcomes of children. In particular, this unit focuses on promoting the importance of reciprocal and reflexive teaching approaches for providing inclusive settings that make a difference to children's educational experiences and provides a space to critically explore how teaching practices can empower students and communities.

102799.1 Teaching EAL/D Students in the Primary Years

Credit Points 10 **Level** 4

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) and have successfully completed 240 credit points.

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The 2016 ABS Census reveals that Australia is a 'fast changing, ever expanding culturally diverse nation'. One in four Australian children come from language backgrounds other than English including children born in Australia and immigrants, refugees and asylum seekers arriving in Australia each year. Many of these students will require English language learning support in the classroom. This support will vary depending on learner needs and language proficiency. The focus of this subject is to provide initial education teachers with a foundation of theoretical principles related to teaching and learning English. The emphasis will be on developing an understanding of appropriate classroom strategies within a mainstream, cross-curricula program, for learners of English as a second language including appropriate pedagogies for Aboriginal and Torres Strait Islander students.

102131.1 Teaching English as an Additional Language in Primary Schools

Credit Points 10 **Level** 2

Equivalent Units

100743 - Teaching English as a Second Language in K-6 Mainstream Classes – AREP

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. One in four children in Australia grows up in bilingual or multilingual households. Many of these children need support to develop their English. This unit aims to contribute to the overall course aims by preparing teacher education students to evaluate and critique strategies for the teaching of English as an Additional Language (EAL) or Dialect. Whilst the emphasis will be on developing an understanding of appropriate classroom strategies for learners of English as a second language within a mainstream cross-curricula program, particular emphasis will be given to the learning needs of and

appropriate pedagogies for Aboriginal and Torres Strait Islander students learning English as an Additional Language/ Dialect.

102749.1 Teaching K-6: Pedagogies, Priorities and Capabilities

Credit Points 10 **Level** 2

Equivalent Units

102116 - Learning, Teaching and Technologies

Incompatible Units

102132 - Learning Futures and Curriculum Integration

Unit Enrolment Restrictions

Students must be enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

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The unit will develop students' knowledge and skills for planning and teaching in K-6 classrooms using both the Cross-Curriculum Priority Areas (CPPA) through the incorporation of the seven General Capabilities (GC). The unit enables the delivery of learning area content focusing on key learning areas, HSIE and English at the same time as developing knowledge, understanding and skills relating to Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and/or Sustainability. The unit will explore how Literacy, Numeracy, ICT capability and Critical and creative thinking are fundamental in students becoming successful lifelong learners whilst the areas of Personal and social capability, Ethical understanding, and Intercultural understanding focus on ways of being, behaving and learning to live with others, and taught through the HSIE and English learning areas.

500071.1 The Developing Child (Block)

Credit Points 10 **Level** 1

Equivalent Units

102046 - The Developing Child, 700273 - The Developing Child

Unit Enrolment Restrictions

Students must be enrolled in course 7181 - Undergraduate Certificate in Early Childhood Studies

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An in-depth knowledge of child development is essential for educators to plan and provide culturally and developmentally appropriate practices for children in the early years. In this context, this unit aims to explore the diverse nature, processes and aspects of children's development from conception to 12 years of age. The unit investigates the physical, socio-emotional, cognitive, language, moral, creative, spiritual and academic domains of development. Students will gather an understanding of the evolving methods used to develop theory about child development – from traditional case study approaches to contemporary brain research. The role of family, community, and other sociocultural influences will also be considered in relation to understanding the holistic nature of children's development. Students will apply their knowledge of theories and methods of child study in the development of a Child Portfolio. Students will complete Working with

Children Check (WWCC) (or the equivalent in their home state), the NSW Department of Education's online Child Protection Awareness Training and Annual update as part of the unit.

102584.1 The Image of Thought: Art, Film and Philosophy

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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Working on the assumption that art is capable of exploring philosophical issues in its own right, the unit considers how various arts from poetry to contemporary film help shape our understanding of things like metaphysics, epistemology, ethics and morality.

102615.1 Theoretical Philosophy

Credit Points 20 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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Theoretical Philosophy focuses on theories of knowledge, theories of being, and systems of thought. While it is traditionally described under the heading of epistemology and metaphysics, theoretical philosophy should be more broadly understood as devoted to philosophical investigations into the underlying systems, theories, and presuppositions upon which any account of the world, experience, or even truth has been built. This unit will be devoted to an explication of either thematically related theoretical investigations, such as, for example, '17th-century theories of matter,' or 'the nature of language,' or it will focus instead on one central philosophical figure, e.g., 'Plato's metaphysics of the soul,' 'Kant's system of transcendental idealism,' etc.

102383.1 Topics in the History of Philosophy

Credit Points 20 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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This unit surveys selected philosophers or philosophical movements in the history of philosophy, and of the relevance of such philosophical perspectives for contemporary debates. The unit will include a selection of material that will give students a deeper understanding of the history of philosophy from Ancient Greece to the present day.

102136.2 Understanding and Teaching in Context

Credit Points 10 **Level** 3

Assumed Knowledge

This unit draws upon, consolidates and synthesises previous knowledge from a range of units in years 1-3 as they relate to a classroom learner.

Corequisite

102750.1 Professional Experience 3

Note: Co-requisite unit 102750 Professional Experience 3 has been removed from this unit from 2H 2021.

Equivalent Units

101513 - Understanding and Teaching in Context - AREP

Unit Enrolment Restrictions

Students must be enrolled in 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. The unit aims to directly challenge students to inquire into, reflect upon, collect classroom data, analyse and respond to the data and subsequently begin to develop a repertoire of pedagogies that cater to the needs of learners within contexts which reflect the diversity of today's educational settings. The unit aims to develop skills related to effective planning, programming, evaluating and teaching in a wide variety of teaching contexts in Primary classrooms.

102601.1 Understanding Race

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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What is race? What is racism? How are they related? Why do they continue to shape social, political and economic relations well after the biological concept of race was disproven? What are the links between race and colonialism and in Australia particularly, the invasion and settlement of Aboriginal land? How is race related to property? How do ideas of race become embedded in state institutions and why do they continue to shape disadvantage and inequality? Though race develops differently in different contexts, it is best thought about through relational readings that draw out both the differences but also the similarities between places and times. This unit will draw on race critical and decolonial texts to focus on race as a modern idea that is shaped in the contexts of colonialism, slavery, and persists in post-immigration multicultural societies.

101314.4 Urban Management Practice: Governance and Power in the City

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

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Governance is a central but often overlooked issue in Urban Management. What is governance? What are the principles of good governance? What are some of the governance challenges in major metropolitan cities that cover multiple jurisdictions? How do statutory local governments engage with specialist state agencies in fields such as economic development, environmental planning,

and infrastructure planning? This unit answers these questions, reviews governance practices in major cities across the world and provides students with knowledge of key governance tools. Students will prepare a research report dealing with a significant urban governance challenge, and provide recommendations about how to implement solutions to that challenge. The central objective of the course is to provide students with a sound framework and set of tools with which to address governance issues.

301012.3 Water Resources Systems Analysis

Credit Points 10 **Level** 7

Assumed Knowledge

Discounting techniques, time value of money, equivalence analysis, present worth analysis, annual worth analysis, benefit-cost analysis, net benefit analysis, rate of return. Fluid properties, hydrostatics, open channel flow analysis, pipe network analysis, analysis and design of hydraulic structures, exposure to surface water hydrology and its components, water quality analysis.

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate Engineering program undertaking a Civil Engineering specialisation.

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Water resources projects are large infrastructure projects requiring huge capital expenditure. In addition, multiple options are usually available to meet the project goals but at different costs and under varying constraints. This unit presents the application of optimisation techniques to select the best project from a list of competing projects. Applications of these techniques to optimally allocate available water resources are discussed. These are presented within the context of maximising the return of investment.

102129.1 Wellbeing and Promoting Positive Learning Environments

Credit Points 10 **Level** 2

Equivalent Units

101497 - Personal Development Health and Physical Education 2 (AREP)

Unit Enrolment Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

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The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. The purpose of this unit is for prospective teachers to develop an understanding of the individual and contextual factors which influence children's behaviour and to apply this knowledge to building and maintaining positive learning environments. The unit focuses on proactive and preventative measures through the establishment of a healthy learning ecology. It draws upon professional experiences to apply sound theoretical foundations to base approaches to responding to a range of student behaviours while simultaneously promoting student mental health, wellbeing and resilience. The unit provides support for the development of an integrated

management plan that reflects the diverse nature of children's behaviour and is informed by both theory and a critical evaluation of personal and professional dispositions.

102585.1 What is Islam?

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in a postgraduate course.

The 'Muslim question' has been a topic of interest to Western scholarship for over four hundred years. The unit addresses this question in two ways: firstly, by exploring internal historical conceptualisations of the faith-identity of Islam, and examining how these have shaped modern understandings of Islam from within the faith; secondly, by introducing students to multidisciplinary approaches to the study of Islam and inviting them to consider the construction and deconstruction of Islamic Studies as a field of study at various stages of history. The unit provides students with the opportunity to gain increased awareness of both debates within the field and those that scrutinise the field, that is, becoming comfortable with interrogating the cluster of theoretical and methodological strategies for scholarly inquiry into the study of Islam.

102500.2 Writing and Form

Credit Points 10 **Level** 7

Equivalent Units

102259 - Search (Translation)

Unit Enrolment Restrictions

Students must be enrolled in 1831 Master of Arts in Literature and Creative Writing or 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.

800219.2 Writing Beyond the Academy: Knowledge Translation and Public Audience Communication

Credit Points 10 **Level** 4

Equivalent Units

800167 - Research Literacies

Unit Enrolment Restrictions

Students must be enrolled in 8083 Bachelor of Research Studies/Master of Research or 8119 Bachelor of Research

Studies/ Master of Research (Planning) or 4698 Master of Health Science, 4700 GD Health Science or 4702 Master of Public Health.

It is now more important than ever for researchers to explain their research to the public. Although it can be challenging to translate specialist knowledge for non-specialist readers, this is the skill students will receive training for in Writing Beyond the Academy. By following the model of The Conversation, a widely popular knowledge translation platform, students will learn the principles of public audience writing, how to pitch to an editor and how to work with their feedback, and produce their own public audience essay.

401086.1 Writing for Publication

Credit Points 10 **Level** 7

Unit Enrolment Restrictions

Students must be enrolled in postgraduate course and must have successfully completed 60 credit points at Level 7.

Special Requirements - Essential Equipment

Access to the internet and a computer

This unit is about writing for publication in the scholarly health and welfare literature. Students will investigate: the range of publications available and the media through which they are delivered; the process of publishing, the key people involved and their roles; the means by which quality is assured in the publishing process and the ways publications are rated for quality and impact; and the influence of social networking media on publishing. Specifically, the influence of online publishing will be investigated. Students will also gain experience of writing for publication under the guidance of an experienced editor and colleagues from the publishing industry. The unit is also available as an elective to all Postgraduate students in the University.

102501.2 Writing, Sounds, Images, Texts

Credit Points 10 **Level** 7

Equivalent Units

102260 - Display (Sounds, Images, Text)

Unit Enrolment Restrictions

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.

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